

New Course Proposal

Subject Occupational Ther (Dept-Kines) (695)

Status Under Review by Subject Owner

Proposer Ruth Benedict

Basic Information

What is the primary divisional affiliation of this course?

Interdivisional

Course Title

Current Trends Shaping Occupational Therapy Practice

Transcript Title (limit 30 characters)

Current Trends OT Practice

Three-digit course number

812

Is this an honors course?

No

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

No

Will this course be crosslisted?

No

Note the crosslisted subjects

Is this a topics course?

No

Can students enroll in this course more than once for credit?

No

If yes, please justify

Typically Offered

Spring

Catalog Information

Minimum credits

3

Maximum credits

3

Grading System

A-F

Course Description (will be published in Course Guide)

Occupational therapy's role in the history and continuing evolution of health care, education, and social welfare. Discussion of the theoretical, evidence, and policy trends influencing occupational therapy practice across settings. The course will emphasize development of leadership skills for shaping, advocating and guiding occupational therapy through a continually evolving practice landscape.

Does the course have prerequisites or other requirements?

No

List the prerequisites and other requirements for the course

Indicate the component(s) that comprise the course. Check all that apply

Discussion

Lecture

Seminar

Administrative Information

Chief Academic Officer

Ruth Benedict

Designee of chief academic officer for approval authority

Stephanie Quinn; Theresa A Pope; Zoe Elizabeth Hurley

If there are additional contacts, please list

Will any courses be discontinued as a result of this proposal?

No

List course number(s) and complete a course discontinuation proposal for each course

Beginning Term

Spring 2016-2017

Academic/Program Information

Is this course intended for a new academic program for which UAPC approval has not yet been finalized?

No

Which program?

Explain the relationship and importance of the proposed course to existing programs or future programs. (A program is a certificate, major or degree.)

The proposed course will be a required course for the Doctor of Occupational Therapy (OTD) program, a clinical doctorate which will prepare graduates for advanced level practice. The OTD will complement current departmental degrees; the MS in Occupational Therapy (MS-OT) and the PhD in Kinesiology-Occupational Science track. The former prepares students to become professional entry-level occupational therapists while the latter trains students in advanced scientific methodology and prepares them for careers as researchers and scholars. The OTD will fill a niche in between the current two programs as a degree for students seeking advanced leadership and practical training. Pending seat availability, students in the MS-OT and PhD programs will have the option of enrolling in this course as an elective.

Are any of these programs outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Specify which requirement(s) this course meets, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement).

Required core course for OTD

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Course Content

Describe the course content

Occupational therapy's role in the history and continuing evolution of health care, education, and social welfare will be discussed in this course. Students will investigate and describe historical and current trends in theory, evidence, and policy that influence occupational therapy practice in different settings. The course will emphasize the development of skills to become active leaders in shaping, advocating and guiding occupational therapy through a continually evolving practice landscape. Students will be exposed to the broader inter-professional and international contexts of OT, engage in critical analysis of the environmental forces and policies that influence practice, and debate cultural, ethical and political values that shape the profession.

Address the relationship of this course to other UW-Madison courses, including possible duplication of content

This course builds on the fundamental occupational therapy knowledge of the history, theories, policies and evolution of the profession which students acquire in an entry-level MS-OT program (Occ Ther 610-613). In depth, critical examination of the theories and concepts introduced in the MS-OT curriculum will be applied to social, cultural, ethical and political practices in the more complex inter-professional settings. While review of theories, styles and practices may overlap somewhat, this course will require students to delve deeper into the content and conduct critical appraisals of the concepts as they apply their own practical experience and content to the inter-professional practice setting. Students will engage in policy analysis and be exposed to the broader global practices of OT in the international arena.

Is there a relationship to courses outside your subject?

No

Indicate the outside affected subject(s). The proposal will be sent to those subjects for review.

List the instructor name and title (list multiple if applicable)

Ruth E. Benedict, DrPH, OTR, Professor

If the instructor is not a tenured or tenure-track faculty member at UW-Madison, please explain the instructor's qualifications here. Then, go to the "Justifications" tab and upload the instructor's c.v. in the "Additional Attachments" section.

Attach a syllabus. See "help" for an explanation of what must be included in the syllabus.

Syllabus-695-812_Current Trends_Course Proposal.pdf

Justifications

Explain how this course contributes to strengthening your curriculum

The mission of the OTD Program is to expand occupational therapists' knowledge and skills of the health and education delivery systems, the policies influencing transformation of care in these environments and to provide them the tools needed to be visionary leaders in inter-professional contexts. In this course students will build competencies in environmental scanning, policy analysis, and other underlying steps in the program proposal and development process which can then be applied to a capstone project.

Provide an estimate of the expected enrollment

15-20

Justify the number of credits, following the federal definition of a credit hour (see help). Include the number of contact hours or, if contact hours are not an accurate measure of credit, provide an explanation of how credits are measured

In this online course, students will engage directly with the course instructor and peers through web-based lecture content, asynchronous online group discussions and synchronous web-based seminars for 2-4 hours per week. As practicing professionals, the enrolled students will also engage in some independent, directed learning activities such as researching institutional policies and procedures, scanning the local, national and global environments to identify forces influencing practice, conducting an analysis of specific policy, and evaluating and synthesizing the cultural or ethical dilemmas in practice case studies. Course activities are expected to require a total of 9-10 hours per week for 15 weeks.

If this is a variable credit course, provide rationale

Additional comments (optional)

Additional attachments (optional) (please read "help" before uploading an attachment)

Designations

Should this course have the graduate course attribute?

No

If yes, this course:

Should the course be reviewed for L&S liberal arts and science (LAS) credit?

No

What is the rationale for seeking LAS credit?

Level of the course, for L&S attributes (value required for all L&S courses and courses requesting LAS credit)

Should the course be reviewed for L&S breadth requirements?

No

Indicate which:

General Education Designations

Should the course be reviewed for the general education requirement?

No

Which requirements?

UNIVERSITY OF WISCONSIN
Department of Kinesiology
Occupational Therapy Doctorate Program

Course Syllabus
Occ Ther 695-812
Current Trends Shaping Occupational Therapy Practice
Spring 2017
3 credits

- I. Course Instructor:**
Ruth E. Benedict, DrPH, OTR
Phone: 608-890-0160
Email: rbenedict@wisc.edu
Office hours/Chat hours: By Appointment

The course instructor will be available online during regularly scheduled office hours during which you may use the instant messaging/chat feature to communicate. If you are not able to meet during scheduled office hours, you may arrange an individual appointment with the course instructor or send questions via email. Email is most effective for questions that are relatively simple (e.g., verifying factual information). If your questions relate to conceptual issues (e.g., explaining course content or assignments), then direct communication is encouraged.

II. Course Description & Objectives

Course Description

Occupational therapy's role in the history and continuing evolution of health care, education, and social welfare will be discussed in this course. Students will investigate and describe historical and current trends in theory, evidence, and policy that influence occupational therapy practice in different settings. The course will emphasize the development of skills to become active leaders in shaping, advocating and guiding occupational therapy through a continually evolving practice landscape.

Course Objectives

Upon course completion, the student will be able to:

1. Outline key trends and issues facing the delivery of occupational therapy services.
2. Describe the organization and dynamics of the delivery and financing systems for public health, education and social systems in the United States.
3. Identify and discuss key theories, current evidence, historical events and activities

influencing the evolution of inter-professional systems across practice settings.

4. State the status of current policy and legislative initiatives having the potential to impact service delivery including, but not limited to, ADA, IDEA, The Affordable Care Act, Medicare, Medicaid and Social Security.
5. Articulate the role of public policy on the delivery of occupational therapy services in a specific context.
6. Apply the principles and methods of policy analysis to one key national, state, or local occupational therapy practice issue and submit a policy statement to an advocacy, media or legislative body.
7. Discuss the ethical issues inherent in a selected reimbursement, regulatory, legal or intervention delivery problem.

Graduate Learning Outcomes

1. Demonstrate in-depth knowledge of the evolution of the profession, the social and global forces influencing practice, delivery models, policies, and systems, including inter-professional and emerging areas of practice.
2. Articulate and apply underlying theories, concepts and techniques of occupational therapy intervention to health promotion and well-being for the prevention of disease and dysfunction.
3. Articulate the knowledge, roles and practices of other professions with whom occupational therapists typically engage in practice.
4. Demonstrate active involvement in professional development, leadership, and advocacy for the benefit of constituents and the profession.

III. Prerequisite Knowledge

Academic Knowledge

Degree in Occupational Therapy, Master's degree in OT or equivalent per Admissions requirements

Minimum Technical Skills

1. Using the UW-Madison learning management system
2. Using email with attachments
3. Creating and submitting files in commonly used word processing program formats; Copying and pasting content; Using review and tracking features to edit and comment within documents
5. Downloading and installing software
6. Using spreadsheet programs

IV. Course Operation

Class Meeting

This course is offered in an online format. Students may be required to participate in

synchronous or asynchronous online discussions or presentations of material. See course schedule for detail.

You are expected to have completed all assigned materials in advance of the relevant class session. If an extenuating circumstance arises and you are unable to attend a scheduled synchronous lecture, discussion or activity, inform the course instructor in advance so that adjustments to the planned activity structure can be made.

Course Format

This class will use online lectures, videos, interactive discussions, readings, and assignments to accomplish course objectives.

V. Course Policies

Academic Honesty and Integrity

You are required to adhere to all University, School of Education, Department of Kinesiology and OT Program standards regarding academic integrity. If you are not familiar with these standards, you are responsible for accessing, reading and understanding them.

University academic standards are outlined in Chapter 14 of the Wisconsin Administrative Code (UWS 14). Further information detailing University policies and procedures related to these standards is available at the Dean of Students Office, 75 Bascom Hall. Online documents include:

Student Code of Conduct

(<http://www.wisc.edu/students/saja/misconduct/misconduct.html>),

Academic Misconduct

(http://www.wisc.edu/students/saja/misconduct/academic_misconduct.html), and

Student Academic Misconduct Policy & Procedures

(<http://www.wisc.edu/students/pdf/UWS-14%20Policy%20&%20Procedures.pdf>).

OT Program standards are defined in *OT Student Handbook*

(*link to be added when Handbook is complete*)

As members of a scholarly community dedicated to healthy intellectual development, students and faculty are expected to share responsibility for maintaining high standards of honesty and integrity in their academic work. Each student should reflect this sense of responsibility toward the community by submitting work that is a product of his or her own effort in a particular course, unless the instructor has directed otherwise.

The following are examples of violations of standards for academic honesty and are subject to sanction: Using resources beyond those specified by the instructor during exams; submitting collaborative work as one's own; falsifying records, achievements, field or laboratory data, or other course work; stealing examinations or course materials; submitting work previously submitted in another course, unless specifically approved by the present instructor; falsifying documents or signing an instructor's or administrator's name to any document or form; plagiarism, or aiding in any of the above actions.

Quoting and Paraphrasing

To assist you in making certain that work you submit includes proper recognition of sources that you have used, a helpful resource is *Quoting and Paraphrasing Sources* from the UW Writing Center's *Writer's Handbook* (<http://www.wisc.edu/writing/Handbook/QuotingSources.html>). It clarifies standards for using references.

Collaboration

Group study and discussion can substantially enhance student learning and the subject matter covered in this course frequently lends itself well to such group consideration. You are permitted – in fact, you are encouraged – to discuss course material with your classmates, your practice colleagues and others. However, with the exception of lecture notes or when specifically noted by the course instructor, you are not permitted to share materials related to course assignments, background questions, papers, or exams. This includes all draft and all finished work that you produce, in written and/or electronic form. If you have any questions regarding this policy in general or how it applies to a specific situation, you are responsible for asking the course instructor for clarification before you collaborate.

Academic Dishonesty

Academic Dishonesty during any component of the course may result in a course letter grade of F, and/or other disciplinary action as determined by the course coordinators. All violations of Academic Standards will be vigorously pursued since violation of the Academic Standards indicates serious character flaws incompatible with professional education.

Assignment Submission

All assignments should be completed by the assigned due date and submitted according to instructions in the assignment guidelines. Points will be deducted for late assignments. Reading assigned material prior to class lectures or discussions is essential to understanding course concepts and demonstrating acquired knowledge during assignments.

Class Decorum

Behavior that is appropriate in a health professional program is the same as behavior that is appropriate in professional practice: respectful, attentive, and well-mannered. Passive incivilities (e.g., lateness, inattention), disruptions (e.g., cell phone use, conversations during class), and overt incivilities (e.g., vulgarity, insulting comments, physical threats) all indicate disrespect. Such unprofessional behavior – whether directed toward class colleagues or course staff – is not acceptable and will be dealt with as necessary.

Course Communication

Email and news or information postings on the course webpage will be the primary means for communication. It is imperative that you check these sources regularly. Faculty will respond to student emails as quickly as possible and generally within ____ hours. Communications regarding any changes in course assignments, grading, or scheduling may be done during synchronous class discussion and will be provided in a written form as well.

Accommodations

It is the policy of the instructor of this course and the University of Wisconsin-Madison to provide an accessible, accommodating and supportive teaching and learning environment for all students. Students requiring special accommodation related to a disability should contact McBurney Disability Resource Center (702 W. Johnson Street, Suite 2104, Madison, WI 53715; website: <http://www.mcburney.wisc.edu/>; phone: 608-263-2741; text: 608-225-7956; fax: 608-265-2998; email: mcburney@studentlife.wisc.edu) for information about services and campus-related disability policies and to determine eligibility for services.

If you are requesting any accommodations in this class on the basis of disability, you should schedule an office appointment by email or phone with the course instructor within the first week of the semester. You may choose to maintain the confidentiality of your request by approaching the course coordinator during office hours to discuss accommodation needs. student should provide the instructor a copy of his/her McBurney Center VISA or accommodations may be mutually agreed upon between the instructor and student.

Rescheduling Course Activities Due To Student Absence

No exam, exercise or assignment will be rescheduled, except under extenuating circumstances. If extenuating circumstances occur (e.g., documented illness, hospitalization, official school business, death in family), the course instructor might elect to reschedule an assignment, exercise, or exam for the affected student. Rescheduling will be considered only if you have notified the course instructor prior to the relevant due date. At a minimum, you (or a friend, roommate, family member, etc.) must email the course instructor regarding the situation. No rescheduled activity or due date will be rescheduled a second time.

Technology

Students must comply with all applicable laws as well as with all University and School policies with regard to appropriate use of information technology and Internet content. They must exercise professional judgment when using information technology and take full responsibility for all electronic materials that they publish, transmit or possess. Students may not upload, post or transmit (including via email and social networking sites) content that is deemed inappropriate including any material that may be considered fraudulent, harassing, defamatory, or obscene; that is invasive of another's privacy; that promotes illegal behavior, refers to alcohol use, or promotes any commercial interest; or that accesses or distributes unauthorized course material. Students may not access, install, use or share any materials (e.g. written materials, images, movies) that violate applicable copyrights or license agreements. Students may not disrupt or interfere with the work of other students, faculty, or staff.

Netiquette

As a respectful community of adult learners it is important to remember some basic netiquette principles:

- In an on-line class, our main mode of communication is written. Therefore, it is important that you re-read your written communication. The "tone" is a very important part of

electronic communication. When you read your message out loud, does it sound the way you would speak to another student in the classroom?

- When writing a reply posting, delete all extraneous information except the specific phrase, sentence, or comment to which you are replying. This not only helps the reader know what you are replying to, but also helps the reader save time by not wading through a long post, or worse, the entire included thread. It also makes it quicker for classmates to download or print a particular posting.
- Be specific, especially when asking questions.
- Humor can be difficult to convey in text, so make sure everyone realizes when you are trying to be funny. It is easy for messages to be misinterpreted since there are no physical gestures or voice inflections that accompany the text.
- Assume the best intentions of others in the class and be forgiving when you think that the tone of someone's post is offensive. It is easy to misread the tone of someone's written communication. If in doubt, ask an open, honest question about what the person meant so that you can clarify before making assumptions that damage your perception of your colleague.
- Stick to standard fonts -- Times New Roman, Arial, Helvetica, 12 or 14 pt. -- and colors -- black or blue.
- DON'T WRITE THE ENTIRE POSTING WITH YOUR CAPS LOCK ON. USE OF CAPS IS CONSIDERED YELLING IN ONLINE COMMUNICATION.

Grammar, Spelling and Fonts

Your writing style should not detract from the message. Clear communication is an essential skill for all professionals. Slang, abbreviations or incorrect grammar do not demonstrate professionalism. Use the spell check in your word processing program.

Grievance Procedures

Students who have a concern about fair treatment may convey their concern and receive a prompt hearing of their grievance. Complaints may be related to grades, classroom treatment, program admission, or other issues. A detailed description of School of Education Procedures may be found at: <http://handbook.education.wisc.edu/GrievancePolicy.ashx>

VI. Resource Materials

Required Readings

Will be posted on the course website throughout course.

Course Website

The course has a website which provides access to important class documents such as the syllabus, assignment guides, case studies, and links to resources. Grades will also be posted on the site. All students enrolled in the course should be listed on the site. Please check that you have access to the website within the first few days of class opening. If you are not able to log on, notify the instructor as soon as possible. The website will be updated regularly and, therefore, it is important to check on a regular basis.

Technical Support

DoIT's Help Desk is available via LiveChat, phone and email for 19 hours a day, seven days a week, for walk-in customers eight hours a day, five days a week, and via a Web knowledgebase at all hours. The Help Desk knowledgebase has more than 3,000 documents, which were accessed online more than three million times during the year. See

<https://kb.wisc.edu/helpdesk/>

Phone: 608-264-4357

Email: help@doit.wisc.edu (Response may not be immediate)

To chat with the Help Desk staff, click the LiveChat icon to initiate a chat session. Then, simply fill out the short form to start chatting with a Help Desk technician.

LiveChat is available from 8am-10pm, 7 days a week (excluding holidays)

No account information may be given out via LiveChat

Users of LiveChat must be affiliated with the UW and have a valid NetID

If you have problems initiating a LiveChat session, or need assistance with your NetID, password, or other account information, please call the DoIT Help Desk at +1-608-264-4357 (264-HELP)

Course specific Technology questions may be directed to:

Ruth E. Benedict

608-890-0160

rbenedict@wisc.edu

Division of Continuing Studies

608-262-1156

info@dcs.wisc.edu

VII. Assignments

Assignment	Due Date	Percentage of Grade
Individual/Group posts	As assigned	30%
Policy Statement	Module 7	10%
Inter-professional practice priorities analysis	Module 5	10%
Global issues paragraph & presentation	Module 8	10%
On-line modules/Case studies	As assigned	10%
Student policy presentation	Module 14 / 15	30%
Total		100%

Individual/Group Posts: As noted on the course schedule, you will post answers to the week's question on the website discussion thread. In groups you each take a role in summarizing,

analyzing, and extending your group's weekly discussion.

Policy Statement: Revisit one issue you previously described in weeks 1-5. Do an in-depth analysis of the issue. This should include: researching the topic, developing the arguments on both sides, conduct an "assessment" of the pros/cons and then generating a policy statement. Finally you will meet with a legislator or policy maker to discuss the policy and present your analysis. You will submit your analysis and a description of the meeting with the policy maker.

Inter-professional Practice Priorities Analysis: Visit the webpages of three other healthcare professions or professions that you collaborate with in your practice. Examine the mission statements and priorities of each profession. Analyze and describe the similarities and differences in the alignment of the professions' goals.

Global Issues Paragraph & Presentation: Based on your experiences on an international listserve, write a paragraph describing your view of key issues in health promotion and healthcare services. You will post a 5-10 slide powerpoint that describes the issue, a needs analysis, current knowledge and practices, and suggestions for improving practice.

On-line Modules:

Student Policy Presentation: Create a 10-minute narrated slideshow to present: a) a key issue in your practice area, the legislation impacting this area of practice, b) the gaps and needs (underserved populations etc.), and c) proposed changes to practice (models of service delivery, interprofessional collaborations/ team management, legislation changes) that would address the issue and improve service delivery. Also prepare two discussion questions for the audience.

Assignment Submission

Unless otherwise stated, each assignment must be electronically submitted to the course website prior to class on the assigned due date. In order to ensure equitable grade assignment, all assignments must be turned in on the due date. **Assignments turned in late will not receive full credit.** For every day that an assignment is late, 10% of the student's earned points for that assignment will be deducted. **Assignments will NOT be accepted more than one week late.**

Guidelines for Assignment Format

Unless otherwise stated on the assignment guidelines:

1. All written assignments should be typed, double-spaced, and use a font size no smaller than 14 characters per inch (e.g. Verdana 10-pt font or Times New Roman 12-pt font).
2. Use a 1-inch margin on all sides.
3. Insert page number for all assignments that are longer than 1 page.
4. All assignments should be written professionally using full sentences and paragraphs as appropriate.
5. Except for assignments to be written as occupational therapy documentation or

otherwise specified, following the guidelines in the APA manual for writing style, including, but not limited to, headings, number, table format, citations, and reference list.

6. Clear and concise communication is a critical skill for OTs. Adhere to all page and space limits on assignments. Portions of the assignments exceeding page/space limits will not be considered in grading.

Course Participation

Students are expected to: 1) be on time on-line for participation in weekly discussions (as noted on the syllabus), 2) complete discussion initial posts by Sunday 12 P.M. (noon) and complete group discussion roles tasks by Tuesday 11:59 P.M., and 3) complete and post assignments in the dropbox or on the discussion page as appropriate by 11:59 P.M. on the assigned due date. Students will notify the course instructor in advance if they are unable to attend class. Student's posts should reflect a thoughtful complete consideration of the topic.

VIII. Student Evaluation

Course grading is based on the successful completion of all assignments, and is broken down according to the following percentages and awarded points.

Final grade assignment will use the following scale:

%	Grade
94-100	A
90-93.99	AB
84-89.99	B
80-83.99	BC
70-79.99	C
65-69.99	D
< 65	Fail

IX. Schedule

Module	Explore	Engage & Interact
1	<p>History & evolution of OT within healthcare</p> <p>Gritzer, G., & Arluke, A. (1985). Foundations for division of labor, 1920-1941) & The redivision of labor, (1950-1980) (p. 62-78 & 123-148) in <i>The making of rehabilitation: A political economy of medical specialization, 1890-1980</i>. University of California Press; Berkley, CA.</p> <p>Cassidy, J.C. (1988). Access to health care: A clinician's opinion about an ethical issue. <i>American Journal of Occupational Therapy</i>, 42, 295-299.</p> <p>Ellenberg, D.B. (1996). Outcomes research: The history, debate and implications for the field of occupational therapy. <i>American Journal of Occupational Therapy</i>, 50, 435-441.</p>	<p>Engage</p> <p>1-Complete your profile on the website 2-Review the syllabus & course website & send a confirmation to the instructor upon completion 3-In a website post, describe a quandary or issue related to state or national health care policy that influences your current practice</p> <p>Interact</p> <p>Asynchronous online discussion</p>
2	<p>Current issues in healthcare & community practice</p> <p>Bennett, S., Hoffmann, T., McCluskey, A. et al. (2013). Systematic Reviews Informing Occupational Therapy. <i>American Journal Of Occupational Therapy</i>, 67, 345-354.</p> <p>Dijkers, M.P., Murphy, S.L., Krellman, J. (2012). Evidence-Based Practice for Rehabilitation Professionals: Concepts and Controversies. <i>Archives Of Physical Medicine and Rehabilitation</i>, 93 (8), S164-S176.</p> <p>Sanders, D., Baum, F., Benos, A. et al. (2011). Revitalising primary healthcare requires an equitable global economic system - now more than ever. <i>Journal of Epidemiology and Community Health</i>, 65, 661-665.</p>	<p>Engage</p> <p>1-Visit the Healthy People 2020 and World Health Organization websites. Read about the current priorities in an area(s) relevant to your practice. Identify 3 issues & OT's current or potential role in addressing these international & national priorities. Write a post describing the priorities & issues you identified. Read 3 of your colleagues' posts.</p> <p>Interact</p> <p>2- Group work: In your discussion circle, complete your assigned role: summarize the discussion, analyze its strengths/ weaknesses, add additional research/ resources where gaps exist & provide commentary.</p>
3	<p>Occupational Therapy Priorities</p> <p>Doucet, B.M., Woodson, A., & Watford, M. (2014). Moving toward 2017: Progress in rehabilitation effectiveness research. <i>American Journal of Occupational Therapy</i>, 68, e124-148.</p> <p>Gutman, S. (2013). State of the journal. <i>American Journal of Occupational Therapy</i>, 67, 616-623.</p> <p>Galheigo, S.M. (2011). What needs to be done? Occupational therapy responsibilities and challenges regarding human rights. <i>Australian Occupational Therapy Journal</i>, 58, 60-66.</p>	<p>Engage</p> <p>1-Visit AOTA's website. Identify the current trends in practice & priorities of the organization for the next decade (or longer). Write a post describing your analysis. 2-Scan the table of contents of two occupational therapy journals for the last 5 years. What is prominent in the titles of these articles? 3-Identify an underserved population in your practice area. Write a post about your experience with providing service to this group. What policies impact service to this group?</p> <p>Interact</p>

	Whiteford, G., Townsend, E., & Hocking, C. (2000). Reflections on a renaissance of occupation. <i>Canadian Journal of Occupational Therapy</i> , 67, 61-69.	4- Group work: In your discussion circle, complete your assigned role: summarize the discussion, analyze its strengths/ weaknesses, add additional research/ resources where gaps exist or provide commentary.
4	Global Issues in Occupational Therapy Rogers, S. (2012). Leadership through an occupational lens: Celebrating our territory . <i>Australian Journal of Occupational Therapy</i> , 59, 172-179. Rogers, S., Clark, M., Banks, R. et al. (2009). A comparison of international occupational therapy competencies: Implications for Australian standards in the new millennium . <i>Australian Occupational Therapy Journal</i> , 56, 372-383.	Engage 1-Identify current international OT associations and visit their websites. On one of these sites, sign up for a listserve to receive posts/ participate in international discussions. Post once a Module, for four Modules, on policy and/or practice issues. 2-Share your thoughts/experiences on these discussions in a website post to your discussion circle on Module 8. Interact 3- Online asynchronous discussion compare three international journals on a topic specific to your practice area; describe similarities and differences in approaches
5	Intersections of healthcare professions priorities Aguilar, A., Stupans, I., Scutter, S. et al. (2014). Exploring how Australian occupational therapists & physiotherapists understand each other's professional values: implications for interprofessional education and practice. <i>Journal of Interprofessional Care</i> , 28 (1), 15-22. Zorek, J. & Raehl, C. (2013). Interprofessional education accreditation standards in the USA: A comparative analysis . <i>Journal of Interprofessional Care</i> , 27, 13-130.	Engage 1-Write a definition of interprofessional practice and identify key elements. 2-Visit websites of three other healthcare professions. Gather the mission/vision statements and priorities for the next 10 years. Examine the alignment of the goals across the professions—what is the same? How do they differ? Dropbox your written analysis
6	Policies guiding current practice Elwyn, G., Sholl, I., Tietbohl, C. et al. (2013). "Many miles to go . . .": a systematic review of the implementation of patient decision support interventions into routine clinical practice. <i>BMC Medical Informatics and Decision Making</i> , 13, S14. Blank, R.H. (2012). Transformation of the US Healthcare System: Why is change so difficult? <i>Current Sociology</i> , 60, 415-426. Randall, V.R. (2011). Perspective: Title VI, Healthcare Reform, and the Need for a State Antidiscrimination Law . <i>Healthcare Disparities at the Crossroads with Healthcare Reform</i> , 313-328.	Engage 1-Review relevant provisions of laws that govern practice and reimbursement in your practice area. These may include: Affordable Care Act, IDEA, Medicare & Medicaid laws. 2-Visit the AOTPA website. What are the current priorities of AOTA in legislation? 3-Describe in a post how the above laws impact your practice, and how your visions for health care reform align with the AOTPA activities. Expand upon the gaps and the prioritization of issues in your post. Interact 4- Skype talk with AOTA Lobbyist
7	Visioning the future: Policy change in practice Brownie, S., Thomas, J., McAllister, L. et al. (2014). Australian health reforms: enhancing interprofessional practice and competency within the health workforce . <i>Journal of Interprofessional</i>	Engage Revisit an issue you previously described in Modules 1-5. In person, by phone or in writing contact a state or national legislator, the media, or an advocacy group about a policy that affects this practice area or that you believe needs reform. Develop a policy paper based on

	<p>Care, 28(3), 252-253.</p> <p>Meltzer, C., Tomlinson, J., Nanof, T., & Hiton, J. (2012). Health Care Policy Perspectives—What is essential in the essential health benefits? And will occupational therapy benefit? <i>American Journal of Occupational Therapy</i>, 66, 389-394.</p> <p>Roberts, P.S., & Robinson, M.R. (2014). Health Policy Perspectives--Occupational therapy's role in preventing acute readmissions. <i>American Journal of Occupational Therapy</i>, 68, 254-259.</p>	<p>this interview and additional research. Dropbox your policy statement.</p>
8	<p>Emerging practice environments</p> <p>Mitchell, R., Paliadelis, P., McNeil, K., et al. (2013). Effective interprofessional collaboration in rural contexts: a research protocol <i>Journal of Advanced Nursing</i>, 69, 2316-2326.</p> <p>Greer, A.G., Ryckley, J.B. (2011). Ethics of Obesity Legislation and Litigation: A Public-Health Policy Debate. <i>Bariatric Nursing and Surgical Patient Care</i>, 6, 173-177.</p>	<p>Engage</p> <p>Prepare a brief paragraph and short powerpoint to share the global/ international issues from your participation in an international listserve. Prepare and post a brief paragraph and short 5 minute powerpoint. Review powerpoints and reply to queries about emerging practice environments.</p>
9	<p>Using technology to extend & enhance practice</p> <p>Hollenberg, Daniel; Lytle, Millennia; Walji, Rishma; et al. (2013). Telerehabilitation: Current Perspectives Addressing provider shortage in underserved areas: The role of traditional, complementary and alternative medicine (TCAM) providers in Canadian rural healthcare. <i>European Journal of Integrative Medicine</i>, 5, S115-26.</p> <p>Kairy, Dahlia; Lehoux, Pascale; Vincent, Claude; et al.(2009). A systematic review of clinical outcomes, clinical process, healthcare utilization and costs associated with telerehabilitation <i>Disability and Rehabilitation</i>, 6, 427-447.</p>	<p>Engage</p> <p>Complete on-line module/case study.</p>
10	<p>Issues in Pediatric Practice</p> <p>Owen, C., Ziebell, L., Lessard, C. et al. (2012). Interprofessional Group Intervention for Parents of Children Age 3 and Younger With Feeding Difficulties: Pilot Program Evaluation <i>Nutrition in Clinical Practice</i>, 27, 129-135.</p> <p>Larson, E.A. (2013). Bridging from clinic to home: Occupation-based family centered practice. <i>Journal of Taiwan Occupational Therapy Research and Practice</i>, 31, 7-29.</p>	<p>Engage</p> <p>Complete on-line module/case study.</p>
11	<p>Issues in Mental Health</p> <p>Chong, W. W., Aslani, P., & Chen, T.F. (2013). Multiple perspectives on shared decision-making and interprofessional collaboration in mental healthcare. <i>Journal of Interprofessional Care</i>, 27, 223-230.</p>	<p>Engage</p> <p>Complete on-line module/case study.</p>

	Rozensky, R. (2012). Health Care Reform: Preparing the Psychology Workforce Journal of Clinical Psychology in Medical Settings, 19, 5-11.	
12	Issues in Rehabilitation Lown, B.A., Kryworuchko, J., Bieber, C. et al. (2011). Continuing professional development for interprofessional teams supporting patients in healthcare decision making. Journal of Interprofessional Care, 6, 401-408. Parker, A.M., Lord, R.K., Needham, D.M. (2013). Increasing the dose of acute rehabilitation: is there a benefit? BMC Medicine, 11, Article Number: 199. Barker, L.N., & Ziino, C. (2010). Community rehabilitation: 'home versus centre' guidelines for choosing the optimal treatment location. International Journal of Rehabilitation, 33, 115-123.	Engage Complete on-line module/case study.
13	Issues in Aging MacRae, N. (2012). Turf, team, and town: A geriatric interprofessional education program. <i>Work—A Journal of Prevention, Assessment and Rehabilitation</i> , 41, 285-292. Krueger-Wauschkuhn, T.; Pohontsch, N.; Deck, R. (2011). Medical Rehabilitation of Middle-Aged Insurants (55-plus): Results of a Qualitative Study with Rehab Patients and Rehab Professionals. <i>Rehabilitation</i> , 390-396. Golden, A.G., Gammonley, D., Hunt, D. et al. (2014). The attitudes of graduate healthcare students toward older adults, personal aging, health care reform, and interprofessional collaboration <i>Journal of Interprofessional Care</i> , 28, 40-44.	Engage Complete on-line module/case study.
14	Student presentations	Engage Create a 20-minute narrated slideshow (using any program—Explain Anything App, Prezzi, Microsoft Powerpoint etc.) to present a) a key issue in your practice area, the legislation impacting this area of practice, b) the gaps and needs (underserved populations etc.), and c) proposed changes to practice (models of service delivery, interprofessional collaborations/ team management, legislation changes) that would address the issue and improve service delivery. Interact Also prepare two discussion questions and post them.
15	Student presentations	

New Course Proposal

Subject Occupational Ther (Dept-Kines) (695)

Status Under Review by Subject Owner

Proposer Ruth Benedict

Basic Information

What is the primary divisional affiliation of this course?

Interdivisional

Course Title

Assistive Technology in Practice

Transcript Title (limit 30 characters)

AT in Practice

Three-digit course number

865

Is this an honors course?

No

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

No

Will this course be crosslisted?

No

Note the crosslisted subjects

Is this a topics course?

No

Can students enroll in this course more than once for credit?

No

If yes, please justify

Typically Offered

Every Other Spring

Catalog Information

Minimum credits

1

Maximum credits

1

Grading System

A-F

Course Description (will be published in Course Guide)

Examines the use of assistive technologies in practice including principles of assessment and design, a survey of devices and their appropriate application, common problems or barriers to effective use, and policy and funding issues.

Does the course have prerequisites or other requirements?

No

List the prerequisites and other requirements for the course

Indicate the component(s) that comprise the course. Check all that apply

Discussion

Lecture

Administrative Information

Chief Academic Officer

Ruth Benedict

Designee of chief academic officer for approval authority

Stephanie Quinn; Theresa A Pope; Zoe Elizabeth Hurley

If there are additional contacts, please list

Will any courses be discontinued as a result of this proposal?

No

List course number(s) and complete a course discontinuation proposal for each course

Beginning Term

Spring 2016-2017

Academic/Program Information

Is this course intended for a new academic program for which UAPC approval has not yet been finalized?

No

Which program?

Explain the relationship and importance of the proposed course to existing programs or future programs. (A program is a certificate, major or degree.)

This course will serve as an elective course for students enrolled in the OTD and MS-OT programs. The course will enable students to broaden their knowledge of the application of assistive technologies in the practice environment. Graduate students in other programs training professionals to work with persons with disability may also benefit from enrolling in the course. The course will also be made available to practitioners who are interested in career development related to assistive technology to enroll as special students.

Are any of these programs outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Specify which requirement(s) this course meets, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement).

OTD students may use this course to fulfill a breadth and depth requirement. Other students may use the course to meet any elective requirements.

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Course Content

Describe the course content

In this course students will learn about the application of assistive technology (AT) in practice including a brief overview of the history and evolution of AT for persons with disability, specific legislation supporting its integration into the service delivery system, funding sources for acquiring specific types of equipment, the functions and meaning of AT in supporting everyday participation, common supports and barriers to effective use, and technology design principles. Participants will also acquire knowledge of some of the latest technology devices on the market and will gain practical experience in applying AT and environmental modifications to specific case studies.

Address the relationship of this course to other UW-Madison courses, including possible duplication of content

Other courses on campus that address similar content include CS&D 705: Motor Speech Disorders/Augmentative and Alternative Communication and RP & SE 401: Augmentative and Alternative Communication and Assistive Technology for Students with Disabilities. The former (CS&D 705) covers content specific to speech disorders and the latter (RP&SE 401) covers content specific to the application of assistive technologies in the educational environment. This course differs from the other offerings in providing a broader view of the application of assistive technology for individuals across the disability spectrum and across multiple practice settings.

Is there a relationship to courses outside your subject?

No

Indicate the outside affected subject(s). The proposal will be sent to those subjects for review.

List the instructor name and title (list multiple if applicable)

Ruth E. Benedict, DrPH, OTR, Associate Professor

If the instructor is not a tenured or tenure-track faculty member at UW-Madison, please explain the instructor's qualifications here. Then, go to the "Justifications" tab and upload the instructor's c.v. in the "Additional Attachments" section.

Attach a syllabus. See "help" for an explanation of what must be included in the syllabus.

[SYLLABUS-ATinPractice _ Course Proposal.pdf](#)

Justifications

Explain how this course contributes to strengthening your curriculum

The curricula of occupational therapy and other rehabilitation professional training programs expose students to specific technologies for a focused purpose. This course strengthens entry-level training by providing a broader and more in depth overview of the principles and practices of assistive technology applied to varied populations and settings.

Provide an estimate of the expected enrollment

15-20

Justify the number of credits, following the federal definition of a credit hour (see help). Include the number of contact hours or, if contact hours are not an accurate measure of credit, provide an explanation of how credits are measured

This is a 1 credit course. Students will be expected to complete readings, online lectures and interactive assignments, and engage actively in ongoing discussions. Each module in the course will last one week. It is estimated that the amount of time required for completing course activities will be 9 hours per week for 5 weeks.

If this is a variable credit course, provide rationale

Additional comments (optional)

Additional attachments (optional) (please read "help" before uploading an attachment)

Designations

Should this course have the graduate course attribute?

No

If yes, this course:

Should the course be reviewed for L&S liberal arts and science (LAS) credit?

No

What is the rationale for seeking LAS credit?

Level of the course, for L&S attributes (value required for all L&S courses and courses requesting LAS credit)

Should the course be reviewed for L&S breadth requirements?

No

Indicate which:

General Education Designations

Should the course be reviewed for the general education requirement?

No

Which requirements?

UNIVERSITY OF WISCONSIN-MADISON
Department of Kinesiology
Occupational Therapy Program
695-865 – Assistive Technology in Practice
Spring XXXX
1 Credit

Weekly content posted: Mondays, 5:00 p.m.

Instructor: Ruth E. Benedict, OTR, DrPH
Office: 3170 Medical Science Center
Phone: 262-0543
Email: rbenedict@education.wisc.edu

Virtual Office Hours: By appointment

COURSE DESCRIPTION: In this course participants will examine the application of assistive technology in practice. Participants will learn about the history of assistive technology, specific legislation supporting the integration of AT, funding sources for acquiring specific types of equipment, the functions and meaning of AT in supporting everyday participation, common problems or barriers to the effective use of AT, and technology design principles. Participants will also acquire knowledge of some of the latest technology devices on the market and will gain practical experience in applying AT and environmental modifications to specific case studies.

COURSE OBJECTIVES:

Following the completion of this course, the participant will be able to:

1. Discuss the history of environmental adaptation and technology application and the implications for disabled persons.
2. Discuss the influence of physical and social environments on promoting or hindering participation in daily life tasks.
3. Briefly describe the history of AT and the supports and barriers to its use.
4. Discuss the need for and use of compensatory strategies and assistive devices when desired life tasks cannot be performed.
5. State key principles of assessment for assistive technology application.
6. Apply the principles of accessible design, universal design, human factors engineering and client-centered practice to specific case examples.
7. Identify current technologies for seating and positioning, information processing, environmental control, communication and mastery of academic curriculum in school, home and community environments.
8. Analyze, grade, and adapt the components of environments and assistive devices to promote successful participation.
9. Use the teaching-learning process to train others in the use of a specific assistive technology.

The course is scheduled for the five weeks. The schedule is as follows:

	Content posted on:	Completed by:
Module 1	Tuesday, Wk 1 @ 12:00 a.m.	Monday, Wk 1 @ 11:59 p.m.
Module 2	Tuesday, Wk 2 @ 12:00 a.m.	Monday, Wk 2 @ 11:59 p.m.
Module 3	Tuesday, Wk 3 @ 12:00 a.m.	Monday, Wk 3 @ 11:59 p.m.
Module 4	Tuesday, Wk 4 @ 12:00 a.m.	Monday, Wk 4 @ 11:59 p.m.
Module 5	Tuesday, Wk 5 @ 12:00 a.m.	Monday, Wk 5 @ 11:59 p.m.

COURSE REQUIREMENTS:

Preparation, Class Participation & Demonstration of Knowledge:

Participants are expected to review and complete all class sessions. The nature of this course requires that participants actively contribute to the learning process through online group discussion and teamwork. Participants will contribute to their own learning and that of their classmates through online discussions and sharing of resources. Mutual respect is an expectation of everyone involved in the class. Respect is demonstrated through active listening, thinking, researching responses, and sharing comments based on fact rather than opinion.

Students will be expected to demonstrate their learning through participation in weekly discussions, short quizzes and graded brief case study assignments. The discussion topics, lecture material and required activities will be posted on the course web page and available Monday of each week. In the event that a participant cannot meet the deadlines, it is the participant's responsibility to **notify the instructor via email well in advance of the deadline (24 hours)**.

Completing assigned activities is essential to understanding course concepts and demonstrating acquired knowledge during class discussions and assignments.

The instructor will provide assignments on the course web page. Each week students will review lecture material and complete associated exercises/activities. It is the student's responsibility to check the web page frequently, review any postings and give thought and effort to any assignments. Any written assignments should be completed and turned in via the Dropbox on the assigned due date by 11:59 PM.

Quizzes:

Each module the instructor will post a brief quiz on course content. These quizzes will be worth 30% of the grade.

Discussions:

Students will be graded on their participation in online class discussions. The discussions will be worth 30% of the grade.

Case study assignments:

Students will turn in one brief written case study assignment each module. These assignments will be worth 40% of the grade.

Grading:

%	Grade
94-100	A
90-93.99	AB
84-89.99	B
80-83.99	BC
70-79.99	C

Reasonable accommodations will be made to allow every student equal access to class content and resources. Any student with concerns regarding the ability to fully participate in the course as outlined should speak with the instructor during the first week of class to make alternative arrangements.

TEXTBOOKS & READINGS:

Assigned readings will be posted on the Content page of the course website. There are no required textbooks for this course, however, students are strongly encouraged to select one of the following books to read during the course according to their particular interest. Both books are written by Marcia Scherer, an expert in Assistive Technology who developed a service model called Matching Person to Technology. The first book focuses on the use of AT in educational environments (particularly for persons with hearing or vision impairments) while the second emphasizes AT for adults (particularly those with spinal cord injury or cerebral palsy). You may select either book according to your interests. Below are links for ordering the books either through the publisher or through Amazon.com.

Book 1:

Assistive Technologies and Other Supports for People with Brain Impairment (1st Edition)
by Marcia Scherer

Product Details

Paperback: 400 pages

Publisher: Springer Publishing Company; 1 edition (December 20, 2011)

Language: English

ISBN-10: 0826106455

ISBN-13: 978-0826106452

Product Dimensions: 6 x 0.9 x 9 inches

Shipping Weight: 1.1 pounds (View shipping rates and policies)

http://www.amazon.com/Assistive-Technologies-Supports-People-Impairment/dp/0826106455/ref=sr_1_5?s=books&ie=UTF8&qid=1451946558&sr=1-5&keywords=assistive+technology+scherer

Book 2:

Living In The State Of Stuck: How Assistive Technology Impacts the Lives of People with Disabilities - 4th Edition by Marcia J. Scherer, PhD

January 2005

ISBN 1571290982

Brookline Books

(<http://www.brooklinebooks.com/disabilities/assistive/stuck.htm>)

http://www.amazon.com/Living-State-Stuck-Technology-Disabilities/dp/1571290982/ref=ntt_at_ep_dpt_1

Students with a strong interest in assistive technology may find the following books useful. They may be ordered through a local bookstore or online:

Beukelman, D. & Mirenda, P. (2012). *Augmentative and Alternative Communication: Supporting children and adults with complex communication needs* (4th ed.). Baltimore, MD: Paul H. Brookes Publishing Co.

Pedrotty Bryant, D. & Bryant, B.R. (2011). *Assistive Technology for People with Disabilities* (2nd ed.).

Cook, A. M. and J. Polgar (2015). *Assistive Technologies: Principles and Practice* (4th ed.). St. Louis, Mosby. (ISBN: 978-0323096317).

Course Schedule:

Module	Lecture Topic & Objectives
Assistive Technology Application	
1	<p>Course Introduction</p> <ol style="list-style-type: none"> 1. To review course syllabus and schedule. 2. To understand course content, format and expectations. 3. To become familiar with course web page. <p>Foundations of AT Practice</p> <p>A Brief History and Framework for AT Service Delivery</p> <ol style="list-style-type: none"> 1. To briefly describe the history of AT development and application. 2. To discuss current concepts of functioning, disability and health. 3. To identify populations that may benefit from AT. 4. To distinguish between the components of an AT service delivery framework. <p>AT: Definition, Terminology, Supports and Barriers</p> <ol style="list-style-type: none"> 1. To define AT and recognize commonly used terminology. 2. To discuss current policy influences on AT provision & use including ATA & IDEA. 3. To identify sources of funding for AT. <p>Universal Design Principles</p> <ol style="list-style-type: none"> 1. To distinguish between accessible and universal design principles. 2. To apply principles of design to a case.
2	<p>Exploring the Service Delivery System</p> <ol style="list-style-type: none"> 1. To state steps in the process of AT service delivery. 2. To identify key players involved in AT development, assessment, intervention, & delivery. 3. To state principles of effective AT documentation. 4. To identify sources for information on available AT. <p>AT Assessment</p> <ol style="list-style-type: none"> 1. To state key principles of evaluation and assessment for AT. 2. To apply principles of assessment to a case. <p>AT for Seating, Positioning & Mobility</p> <ol style="list-style-type: none"> 1. To state the principles of seating intervention, postural control and mobility. 2. To describe the implications of seating, positioning and mobility for participation. 3. To identify resources that aid in assessing the need for seating, positioning, and mobility interventions. 4. To critique different technologies used in seating and mobility systems. 5. To apply seating, postural control and mobility principles to a case study.
3	<p>Anatomy of a Computer</p> <ol style="list-style-type: none"> 1. To describe the basic components of a computer including hardware and software. 2. To demonstrate an understanding the basic principles of computer processing. <p>Access to Information Technology</p> <ol style="list-style-type: none"> 1. To identify supports and barriers to information technology use. 2. To discuss the current state of technology & the implications for use in various contexts. 3. To select appropriate information technology given a case study. <p>Control Interfaces</p> <ol style="list-style-type: none"> 1. To recognize and describe the characteristics of a control interface. 2. To demonstrate knowledge of alternative interface methods for assistive devices. 3. To state features of device, activity, and user that influence choice of an interface. 4. To select an appropriate interface given a case study.

Date	Lecture Topic & Objectives
Assistive Technology Application (continued)	
4	<p>AT & Environmental Control</p> <ol style="list-style-type: none">1. To describe various methods of environmental control.2. To select an appropriate environmental control system given a case study. <p>Augmentative and Alternative Communication</p> <ol style="list-style-type: none">1. To describe the basic approaches to meeting different communication needs of persons with disability.2. To discuss the general process for AAC evaluation including assessment of sensory, motor, cognitive and language skills.3. To identify different modes of communication.4. To describe the characteristics of alternative and augmentative communication devices including selection techniques, approaches to rate enhancement and vocabulary expression.5. To discuss the role of the ATP, SLP, OT, and educator in assessment and training in the use of communication devices.
5	<p>AT for Reading, Writing & Arithmetic</p> <ol style="list-style-type: none">1. To discuss the advantages and disadvantages of various environmental adaptations, assistive devices and universal design applications in the home, classroom, and community.2. To apply technologies for reading, writing & arithmetic to a case study. <p>AT for Reading</p> <ol style="list-style-type: none">1. To state principles behind the use of AT to promote reading.2. To identify and describe key features of specific ATDs used by persons with sensorimotor and/or cognitive impairments to increase independence in reading. <p>AT for Writing</p> <ol style="list-style-type: none">3. To state principles supporting the use of AT to promote writing.4. To identify and describe key features of specific ATDs used by persons with sensorimotor and/or cognitive impairments to increase independence in writing. <p>AT for Arithmetic, Arts, Science and Leisure</p> <ol style="list-style-type: none">5. To state principles supporting the use of AT to enhance arithmetic and science skills, and promote participation in the arts, and leisure.6. To identify and describe key features of specific ATDs used by persons with sensorimotor and/or cognitive impairments to increase independence in arithmetic, the arts, science and leisure.

New Course Proposal

Subject Occupational Ther (Dept-Kines) (695)

Status Under Review by School/College

Proposer Ruth Benedict

Basic Information

What is the primary divisional affiliation of this course?

Interdivisional

Course Title

Inter-Professional Development for Leadership

Transcript Title (limit 30 characters)

Inter-Prof Devel Leadership

Three-digit course number

890

Is this an honors course?

No

Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?

Yes

Will this course be crosslisted?

No

Note the crosslisted subjects

Is this a topics course?

No

Can students enroll in this course more than once for credit?

Yes

If yes, please justify

Students in the OTD program must meet Graduate School requirements of demonstrating breadth and depth of learning. The requirement is designed to expand students' understanding of the role of occupational therapy in global arenas, across service delivery systems and in inter-professional contexts. OT 890: Inter-Professional Development for Leadership is designed to provide a structure to the seminar and independent study options which students may use to meet up to 3 credits of the breadth and depth requirements.

Typically Offered

Fall, Spring, Summer

Catalog Information

Minimum credits

1

Maximum credits

3

Grading System

Credit/No credit

Course Description (will be published in Course Guide)

Course content designed specific to student's curriculum plan to enhance knowledge of occupational therapy in global arenas, across service delivery systems and in inter-professional contexts.

Does the course have prerequisites or other requirements?

No

List the prerequisites and other requirements for the course

Indicate the component(s) that comprise the course. Check all that apply

Independent Study

Administrative Information

Chief Academic Officer

Ruth Benedict

Designee of chief academic officer for approval authority

Stephanie Quinn; Theresa A Pope; Zoe Elizabeth Hurley

If there are additional contacts, please list

Will any courses be discontinued as a result of this proposal?

No

List course number(s) and complete a course discontinuation proposal for each course

Beginning Term

Spring 2016-2017

Academic/Program Information

Is this course intended for a new academic program for which UAPC approval has not yet been finalized?

No

Which program?

Explain the relationship and importance of the proposed course to existing programs or future programs. (A program is a certificate, major or degree.)

Students in the Doctor of OT program must meet Graduate School requirements of demonstrating breadth and depth of learning. The requirement is designed to expand students' understanding of the role of occupational therapy in global arenas, across service delivery systems and in inter-professional contexts. OT 890: Inter-Professional Development for Leadership is designed to provide a structure to the seminar and independent study options which students may use to meet up to 3 credits of the breadth and depth requirements.

Are any of these programs outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Specify which requirement(s) this course meets, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement).

Graduate school depth & breadth requirement

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Course Content

Describe the course content

To meet the requirement of 1 credit of the course, students must complete a minimum of 10 contact hours (in person or virtually) of direct engagement and learning in an inter-professional workshop, seminar, continuing education course, technical presentation or independent reading experience. The content must reflect new learning beyond the student's current scope of practice or training and other OTD course requirements. Each experience for which the student wishes to obtain credit will require submission of a proposal for approval by the OTD Program Director. The proposal should reflect the inter-professional nature of the content, how it aligns with the student's professional development plan and what new knowledge or skills will be gained. Learning will be documented through: 1) a digital reflection journal, 2) discussion participation, 3) submission of a Verification & Evaluation Form, and 4) a final project.

Address the relationship of this course to other UW-Madison courses, including possible duplication of content

The content of the course must reflect the OTD student's professional development and program approved curriculum plans. Students will submit a proposal for approval by the OTD Program Director specifying how the content will add to breadth and depth of learning.

Is there a relationship to courses outside your subject?

No

Indicate the outside affected subject(s). The proposal will be sent to those subjects for review.

List the instructor name and title (list multiple if applicable)

Ruth E. Benedict, DrPH, OTR Sharon Gartland, OTD, OTR

If the instructor is not a tenured or tenure-track faculty member at UW-Madison, please explain the instructor's qualifications here. Then, go to the "Justifications" tab and upload the instructor's c.v. in the "Additional Attachments" section.

Dr. Gartland is a Clinical Assistant Professor and will serve as the OTD Program Director. She has 10 years of experience teaching in the OT Program and is trained at the doctoral level. CV attached.

Attach a syllabus. See "help" for an explanation of what must be included in the syllabus.

OTD890-course proposal-syllabus.pdf

Justifications

Explain how this course contributes to strengthening your curriculum

The requirement is designed to expand students' understanding of the role of occupational therapy in global arenas, across service delivery systems and in inter-professional contexts. It strengthens the curriculum by exposing students to new content in areas related to their specific professional goals. As students gain new knowledge through participation in a workshop, seminar, continuing education course, technical presentation or independent reading experience they will share what they have learned with their peers and faculty which, in turn, will enrich the overall curriculum.

Provide an estimate of the expected enrollment

Variable but up to 15-20 per semester.

Justify the number of credits, following the federal definition of a credit hour (see help). Include the number of contact hours or, if contact hours are not an accurate measure of credit, provide an explanation of how credits are measured

Students will be required to document a minimum of 10 direct contact hours as well as participation in ongoing discussion, journal reflection, synthesis of learning and an approved final project for each 1 credit of the course.

If this is a variable credit course, provide rationale

Given the individualized nature of student proposals for course content, it will be necessary to evaluate each proposal to determine the appropriate allocation of credits. As noted above, a minimum of 10 direct contact hours will be required per credit. Students, for example, may propose participation in a week long (40 hours) workshop or an ongoing weekly seminar series (15 hours).

Additional comments (optional)

Additional attachments (optional) (please read "help" before uploading an attachment)

Gartland CV 2016.pdf

Designations

Should this course have the graduate course attribute?

No

If yes, this course:

Should the course be reviewed for L&S liberal arts and science (LAS) credit?

No

What is the rationale for seeking LAS credit?

Level of the course, for L&S attributes (value required for all L&S courses and courses requesting LAS credit)

Should the course be reviewed for L&S breadth requirements?

No

Indicate which:

General Education Designations

Should the course be reviewed for the general education requirement?

No

Which requirements?

Breadth & Depth Requirement

kinesiology

Doctor of Occupational Therapy



UNIVERSITY OF WISCONSIN - Madison

Department of Kinesiology

Doctor of Occupational Therapy Program

OTD 890: Inter-Professional Development for Leadership Independent Study Experience

Ongoing

Variable credit

Course Instructor

Ruth Benedict

Phone: 608-890-0160

Email: rbenedict@wisc.edu

Office hours / Chat hours: By appointment

Email is most effective means for questions that are relatively simple (e.g., verifying factual information). If your questions relate to conceptual issues (e.g., explaining course content or assignments), then direct communication via phone or Skype is an option. Please contact the instructor to schedule a time to meet virtually.

Course Description

Students in the OTD program must meet Graduate School requirements of demonstrating breadth and depth of learning. The requirement is designed to expand students' understanding of the role of occupational therapy in global arenas, across service delivery systems and in inter-professional contexts. OT 890: Inter-Professional Development for Leadership is designed to provide a structure to the seminar and independent study options which students may use to meet up to 3 credits of the breadth and depth requirements.

To meet the requirement of 1 credit of the course, students must complete a minimum of 10 contact hours (in person or virtually) of direct engagement and learning in an inter-professional workshop, seminar, continuing education course, technical presentation or independent reading experience. The content must reflect new learning beyond the student's current scope of practice or training and other OTD course requirements. Each experience for which the student wishes to obtain credit will require submission of a proposal for approval by the OTD Program Director. The proposal should reflect the inter-professional nature of the content, how it aligns with the student's professional development plan and what new knowledge or skills will be gained. Learning will be documented through: 1) a digital reflection journal, 2) discussion participation, 3) submission of a Verification & Evaluation Form, and 4) a final project.

Course Objectives

Upon course completion, the student will:

1. Demonstrate new knowledge in an area outside of the student's primary area of training and skill.
2. Articulate how the new learning gained through the experience enhances the student's inter-professional leadership and practice in a role or setting beyond current practice.
3. Evaluate the quality of the learning experience and its influence on self-identified professional goals.

Graduate Learning Outcomes

1. Demonstrate in-depth knowledge of the evolution of the profession, the social and global forces influencing practice, delivery models, policies, and systems, including inter-professional and emerging areas of practice.
2. Articulate the knowledge, roles and practices of other professions with whom occupational therapists typically engage in practice.
3. Synthesize current knowledge, available evidence and responses to interventions to inform new approaches to practice problems.
4. Demonstrate commitment to professional growth through the creation, implementation and monitoring of a career development plan.

Prerequisite Knowledge

Academic Knowledge

Degree in Occupational Therapy, Master's degree in OT or equivalent per Admissions requirements

Minimum Technical Skills

- Using the UW-Madison learning management system
- Using email with attachments
- Creating and submitting files in commonly-used word processing program formats; copying and pasting content; using review and tracking features to edit and comment within documents
- Downloading and installing software
- Using spreadsheet programs

Course Operation

Class Meeting

Students will participate in synchronous or asynchronous online discussions or presentations while enrolled in the course. If an extenuating circumstance arises and you are unable to attend a scheduled synchronous discussion or activity, inform the course instructor in advance so that adjustments to the planned activity structure can be made.

Course Format

This class is individualized to the student's professional goals and the format will vary according to the type of learning experience. The content, format and expectations for successful completion of the course must be submitted for approval. Students may earn 1 credit for each 10 hours they spend in seminars, continuing education courses or technical presentations that reflect content beyond their current scope of practice and training. One credit represents 10 hours of real or virtual face time in a learning activity. Reflection, discussion and documentation of the learning are in addition to the required contact hours.

Prior to each seminar experience, a student must submit a proposal to her or his primary adviser and the PP-OTD Program Director that states the inter-professional nature of the content and how it aligns with the goals of the Individual Development Plan (IDP). At the end of each seminar, students must complete a Verification & Evaluation Form in which they document the completion of the seminar and evaluate its quality and contribution to achieving IDP goals. A project which reflects how the experience contributed to the breadth and depth requirement and demonstrates integration and synthesis of content in an identified study area will be submitted. These documents will also be added to the student's e-portfolio.

Course Policies

Academic Honesty and Integrity

You are required to adhere to all University, School of Education, Department of Kinesiology and OT Program standards regarding academic integrity. If you are not familiar with these standards, you are responsible for accessing, reading and understanding them.

University academic standards are outlined in Chapter 14 of the Wisconsin Administrative Code (UWS 14). Further information detailing University policies and procedures related to these standards is available at the Dean of Students Office, 75 Bascom Hall. Online documents include:

Student Code of Conduct

<http://www.wisc.edu/students/saja/misconduct/misconduct.html>

Academic Misconduct

http://www.wisc.edu/students/saja/misconduct/academic_misconduct.html

Student Academic Misconduct Policy & Procedures

<http://www.wisc.edu/students/pdf/UWS-14%20Policy%20&%20Procedures.pdf>

OTD Program standards are defined in *OTD Student Handbook*

[link to be added when Handbook is complete]

As members of a scholarly community dedicated to healthy intellectual development, students and faculty are expected to share responsibility for maintaining high standards of honesty and integrity in their academic work. Each student should reflect this sense of responsibility toward the community by submitting work that is a product of his or her own effort in a particular course, unless the instructor has directed otherwise.

The following are examples of violations of standards for academic honesty and are subject to sanction: using resources beyond those specified by the instructor during exams; submitting collaborative work as one's own; falsifying records, achievements, field or laboratory data, or other course work; stealing examinations or course materials; submitting work previously submitted in another course, unless specifically approved by the present instructor; falsifying documents or signing an instructor's or administrator's name to any document or form; plagiarism; or aiding in any of the above actions.

Quoting and Paraphrasing

To assist you in making certain that work you submit includes proper recognition of sources that you have used, a helpful resource is *Quoting and Paraphrasing Sources* from the UW Writing Center's *Writer's Handbook*. It clarifies standards for using references.

<http://www.wisc.edu/writing/Handbook/QuotingSources.html>.

Collaboration

Group study and discussion can substantially enhance student learning and the subject matter covered in this course frequently lends itself well to such group consideration. You will be required to discuss course material with your classmates, your practice colleagues and others as a part of this course.

Academic Dishonesty

Academic Dishonesty during any component of the course may result in a course letter grade of F, and/or other disciplinary action as determined by the course coordinators. All violations of Academic Standards will be vigorously pursued since violation of the Academic Standards indicates serious character flaws incompatible with professional education.

Assignment Submission

All assignments should be completed by the assigned due date and submitted according to instructions in the assignment guidelines. Points will be deducted for late assignments.

Class Decorum

Behavior that is appropriate in a health professional program is the same as behavior that is appropriate in professional practice: respectful, attentive, and well-mannered. Passive incivilities (e.g., lateness, inattention), disruptions (e.g., cell phone use, conversations during class), and overt incivilities (e.g., vulgarity, insulting comments, physical threats) all indicate disrespect.

Such unprofessional behavior – whether directed toward class colleagues or course staff – is not acceptable and will be dealt with as necessary.

Course Communication

Email and news or information postings on the course webpage will be the primary means for communication. It is imperative that you check these sources regularly. Faculty will respond to student emails as quickly as possible and generally within 24-48 hours on business days.

Communications regarding any changes in course assignments, grading, or scheduling may be done during synchronous class discussion and will be provided in a written form, as well.

Accommodations

It is the policy of the OTD Program and the University of Wisconsin-Madison to provide an accessible, accommodating, and supportive teaching and learning environment for all students. Students requiring special accommodation related to a disability should contact McBurney Disability Resource Center for information about services and campus-related disability policies and to determine eligibility for services.

Address: 702 W. Johnson Street, Suite 2104
Madison, WI 53715

Website: <http://www.mcburney.wisc.edu/>

Phone: 608-263-2741

Text: 608-225-7956

Fax: 608-265-2998

Email: mcburney@studentlife@wisc.edu

If you are requesting any accommodations in this class on the basis of disability, you should schedule an appointment by email or phone with the course instructor within the first week of the semester. The student should provide the instructor a copy of a McBurney Disability Resource Center VISA or accommodations may be mutually agreed upon between the instructor and student.

Technology

Students must comply with all applicable laws as well as with all University and School

policies with regard to appropriate use of information technology and Internet content. They must exercise professional judgment when using information technology and take full responsibility for all electronic materials that they publish, transmit or possess. Students may not upload, post or transmit (including via email and social networking sites) content that is deemed inappropriate including any material that may be considered fraudulent, harassing, defamatory, or obscene; that is invasive of another's privacy; that promotes illegal behavior, refers to alcohol or substance use, or promotes any commercial interest; or that accesses or distributes unauthorized course material. Students may not access, install, use or share any materials (e.g. written materials, images, movies) that violate applicable copyrights or license agreements.

Students may not disrupt or interfere with the work of other students, faculty, or staff.

Netiquette

As a respectful community of adult learners it is important to remember some basic netiquette principles:

- In an on-line class, our main mode of communication is written. Therefore, it is important that you re-read your written communication. The "tone" is a very important part of electronic communication. When you read your message out loud, does it sound the way you would speak to another student in the classroom?
- When writing a reply posting, delete all extraneous information except the specific phrase, sentence, or comment to which you are replying. This not only helps the reader know what you are replying to, but also helps the reader save time by not wading through a long post, or worse, the entire included thread. It also makes it quicker for classmates to download or print a particular posting.
- Be specific, especially when asking questions.
- Humor can be difficult to convey in text, so make sure everyone realizes when you are trying to be funny. It is easy for messages to be misinterpreted since there are no physical gestures or voice inflections that accompany the text.
- Assume the best intentions of others in the class and be forgiving when you think that the tone of someone's post is offensive. It is easy to misread the tone of someone's written communication. If in doubt, ask an open, honest question about what the person meant so that you can clarify before making assumptions that damage your perception of your colleague.
- Stick to standard fonts (Times New Roman, Arial, Helvetica, 12 or 14 pt.) and colors (black or blue).
- DON'T write the entire posting with your CAPS LOCK on. Use of CAPS is considered yelling in online communication.

Grammar, Spelling, and Fonts

Your writing style should not detract from the message. Clear communication is an essential skill for all professionals. Slang, abbreviations or incorrect grammar do not demonstrate

professionalism. Use the spell check in your word processing program.

Grievance Procedures

Students who have a concern about fair treatment may convey their concern and receive a prompt hearing of their grievance. Complaints may be related to grades, classroom treatment, program admission, or other issues. A detailed description of School of Education Procedures may be found at:

<http://handbook.education.wisc.edu/GrievancePolicy.ashx>

Resource Materials

Course Website

The course has a website which provides access to important class documents such as the syllabus, assignment guides, and links to resources. Grades will also be posted on the site. All students enrolled in the course should be listed on the site. Please check that you have access to the website within the first few days of class opening. If you are not able to log on, notify the instructor as soon as possible. The website will be updated regularly and, therefore, it is important to check on a regular basis.

Technical Support

DoIT's Help Desk is available via LiveChat; phone and email for 19 hours a day, seven days a week; for walk-in customers eight hours a day, five days a week; and via a web knowledgebase at all hours. The Help Desk knowledgebase has more than 3,000 documents, which are accessed online more than three million times during the year.

Site: <https://kb.wisc.edu/helpdesk/>

Phone: 608-264-4357

Email: help@doit.wisc.edu (response may not be immediate)

To chat with the Help Desk staff, click the LiveChat icon to initiate a chat session. Then, simply fill out the short form to start chatting with a Help Desk technician.

- LiveChat is available from 8am-10pm, 7 days a week (excluding holidays)
- No account information may be given out via LiveChat
- Users of LiveChat must be affiliated with the UW and have a valid NetID

If you have problems initiating a LiveChat session, or need assistance with your NetID, password, or other account information, please call the DoIT Help Desk at +1-608-264-4357 (264-HELP).

Course-specific technology questions may be directed to one of the following:

Ruth Benedict, OT Program Director

Email: rbenedict@wisc.edu

Sharon Gartland, OTD Program Director

Email: sgartland@wisc.edu

Division of Continuing Studies

Email: info@dcs.wisc.edu

Phone: 608-262-1156

Assignments

The course is developed into 7 modules. Depending on the semester enrolled, a module will last 1-2 weeks. Discussion and Assignment due dates will be linked to the end of the modules.

Digital Reflection Journal

Students will keep an ongoing reflection journal throughout the course to document the new knowledge and skills being learned. The journal may be in written, audio or visual format but should be kept in digital files in order to upload and submit for review by the instructor. Students are expected to have 400-500 spoken or written words in their reflection journal for every hour of contact time (Total of 4000-5000 words). Each portion of the journal should be date stamped.

The journal should be a fluid document reflecting immediate reactions or responses to the content being learned. As such, it will form the basis for completion of the final project in which students will do further reflection, research and integration of content to convey the implications for practice and professional development.

In the journal students may reflect on:

- New knowledge acquired and the underlying theories or assumptions driving the knowledge
- Applicability to current or innovative practice scenarios
- Identified dilemmas, cultural implications, professional values or ethical issues
- The implications of the information for inter-professional interactions or practice
- Local, regional, national or global impact
- Integration with the literature in occupational therapy or occupational science

Upload your completed Journal to the Dropbox by the due date.

Discussion

A discussion board with topics will be set-up on the course webpage for enrolled students, the course instructor, and student mentor committee members. Students will have the opportunity to present and discuss their newly acquired knowledge with peers, faculty and mentors, further enhancing the learning experience. Specific prompts for each module

discussion will be posted at the beginning of the period. Students should complete one posting regarding their learning and relevant to the discussion prompt within the first period of the course rhythm timeframe. A minimum of two additional comments in response to postings by others (based on cohort enrollment) should be completed by close of the discussion period. Participation in discussions will be monitored by the instructor. Grading will consider timeliness and substance of the postings.

1. You are provided a couple of documents related to Group Discussions. [Download the zipped Group Discussion Documents](#) for review. The first provides an overview of the various [roles that group members can play](#) in a discussion forum. The second is an example of a [rubric for grading student participation](#) in group discussions. The rubric will help you to distinguish between high and low quality contributions to a discussion. For example, it is pretty clear which of the following is the stronger contribution to a discussion:
 - a. "I agree with Alice."
 - b. "Alice makes a good point. We do need to try alternative approaches to convincing our school administrators of the need for high technology devices for our students. I was actually discussing this issue with a colleague last week. One idea we had was to videotape a few of our very successful AT users (with permission, of course) and put together a brief presentation for the next district Principal's meeting. We keep hearing that budgets are tight and priorities must be set but we do not understand why the special needs students are such a low priority in our school district. I would be curious to know how other school districts set priorities because it seems that I have heard of schools where special needs students have much better access to technology than in our district."
 - c. Grades are based on both the number and quality of your contributions in grading your discussion participation.
2. While it is alright to share opinions, the primary goal of the discussions is to engage in analysis, synthesis and creative thought. You should support your opinions with facts and a rational discourse for why you believe something to be true.
3. Small groups for discussion will be created so that reading the entries will not be too burdensome. You will be graded on participation in your assigned discussion group but you are welcome to join the other group discussion as well.
4. Generally, you should complete your required contributions to a discussion within the first period that it is posted (one or three weeks depending on the option you choose).

The format below will serve as a standard for the semester:

Part 1: Answer the discussion question(s).

Part 2: Read and respond to a minimum of two student or mentor committee responses (try and comment on someone who has fewer responses).

Have fun with your discussions!

Deadlines for discussion participation:

- Within your assigned discussion group, post your *initial response* to that module's discussion prompt by *11:59 PM CST* on the *first deadline* in posted discussion period.
- *Respond* to at least two other students' posting in your discussion group by the second deadline in the discussion period. Reply to the post using the instructions in the discussion by *11:59 PM CST* on *last day of the* discussion period.
- *Subsequent posts* are encouraged, but please post no later than *11:59 PM CST* on *last day* of posted discussion period.
- *Postings made after 11:59 pm on the ending date of the discussion period will not be included in the grade determination.*

The discussions will be worth 30% of the grade.

The grading criteria for participation in the online discussions are as follows:

Point Value	Grading Criteria
3	Posting of an initial response to the discussion prompt by the appropriate deadline with content that reflects thought and reflection
3	Responding to at least 2 postings of others with substantive, reflective content by the appropriate deadline
Total	6 possible points @ 7 modules = 42 points for 30% of total semester

Verification & Evaluation Form

Students will fill out the Verification & Evaluation Form and submit to the OTD Program Director for approval at least two weeks prior to the start of the semester and submit the completed form to the Dropbox by the end of the semester.

Final Project

A final project will enable students to integrate their journal reflections with information from the literature, their practice and professional experience. Students will discuss the contribution of the selected learning activity to their breadth and depth of knowledge. The final project may take the form of a paper, poster, presentation, or other format approved by the course instructor. The project should provide:

- An overview of the knowledge gained;
- A discussion of the underlying theories, principles and literature relevant to the topic/field under study;

- An integration and synthesis relating the topic to implications for occupational therapy and/or inter-professional practice; and
- An analysis of the effectiveness of the learning activity in moving the student towards achievement of professional goals.

Students are encouraged to share the final project with audiences that may benefit from their learning (e.g., in-service presentation, workshop, poster display, etc.).

Assignment Submission

Unless otherwise stated, each assignment must be electronically submitted to the course website prior to receiving a grade. *Assignments turned in late will not receive full credit.*

Guidelines for Assignment Format

Unless otherwise stated on the assignment guidelines all *written* assignments:

1. Should be typed, double-spaced, and use a font size no smaller than 14 characters per inch (e.g., Verdana 10-point font or Times New Roman 12-point font).
2. Use a 1-inch margin on all sides.
3. Insert page number for all assignments that are longer than 1 page.
4. Should be professionally written using full sentences and paragraphs as appropriate.
5. Following the guidelines in the APA Manual for writing style, including, but not limited to, headings, number, table format, citations, and reference list.
6. Adhere to all page and space limits. Portions of the assignments exceeding page/space limits will not be considered in grading. Clear and concise communication is a critical skill.

Unless otherwise stated, all assignments presented through *audio and visual media* should:

1. Receive instructor approval on format before creation.
2. Reflect content as noted in assignment guidelines.
3. Be professionally prepared using quality materials, graphics, and writing style.
4. Adhere to applicable copyright laws and proper APA Manual referencing and style.
5. Adhere to length or size limits set by the course instructor. Portions of the assignments exceeding limits will not be considered in grading. Clear and concise communication is a critical skill.

Student Evaluation

Course grading is based on the successful completion of all assignments, and is broken down according to the following percentages.

Assignment	Due	Percentage of Grade
Reflection Journal	Ongoing; Dropbox 1 week prior to end of class	30%
Online Discussion	Weekly – minimum of 1 post and 2 comments/replies during each discussion period	30%
Final Project	Dropbox by last day of class	30%
Verification & Evaluation Form	Dropbox by last day of class	10%
Total		100%

Final grade assignment will be Credit / No credit. Students must receive 80 percentage points to receive a grade of “Credit”.

Schedule

Learning Objective	Activities	Timeline
1 Demonstrate new knowledge in an area outside of the student's primary area of training and skill.	1.1 Identify area of study and specific learning experience that is consistent with breadth and depth requirement and IDP	At least two weeks prior to start of the semester in which you intend to take the course
	1.2 Submit a one-page proposal to the OTD Program Director and Professional Mentoring Committee that states the inter-professional nature of the content and how it aligns with the goals of the student's IDP	At least two weeks prior to start of the semester in which you intend to take the course
	1.3 Attend and document a minimum of 10 contact hours	End of semester

Learning Objective	Activities	Timeline
	1.4 Complete all assignments	End of semester
2 Articulate how the new learning gained through the experience enhances the student's inter-professional leadership and practice in a role or setting beyond current practice.	2.1 Keep an ongoing digital journal (can be written or oral and may include images) reflecting the insights, knowledge and skills learned while engaged in the activity; minimum of 10 entries of 400-500 words each	Ongoing with date stamps for each entry and submission to Dropbox by one week prior to end of semester
	2.2 Participation in weekly online discussion with peers, mentor committee and/or instructor; minimum of 1 post and 2 comments/replies per discussion; total of 7 discussion periods per semester with specific dates listed on the Course Homepage for each semester	First post within week 1 of the discussion period; two additional comments/replies on the posts of others by end of discussion period
	2.3 Completion of final project (e.g. paper, poster, presentation) reflecting the contribution of acquired knowledge to breadth & depth of learning	Dropbox by end of semester

Learning Objective	Activities	Timeline
3 Evaluate the quality of the learning experience and its influence on self-identified professional goals.	3.1 Final project based on journal to include integration and synthesis of information from the literature, practice or other sources and applicability of the learned content to professional goals and future practice	Dropbox by end of semester
	3.2 Completion of the Verification & Evaluation Form	Dropbox by end of semester

Curriculum Vitae

For Sharon Gail Gartland OTD, OTR/L

Address: 2 Flad Circle
Madison WI 53711
(608)347-6305 cell

E-mail: sgartland@wisc.edu

EDUCATION

- May 2015 St. Catherine University –Occupational Therapy Doctorate Degree. Degree Awarded May 2015. Advisor Kate Barrett. Capstone Project Topic: Enabling Community Participation in Adolescents with Autism Spectrum Disorder.
- 1999-2002 Advanced course work (24 credits) in the Doctoral Program at University of Illinois at Chicago in Disability Studies, completed 24 credits toward PhD, including qualitative and quantitative statistics courses, advanced research methods. Research interests in the area of faith communities and people with disabilities. Graduate Advisor was Joy Hammel, PhD, OTR/L
- 1989 - University of Southern California, Masters of Arts in Occupational Therapy . Thesis: Maternal Perceptions of the Adaptive Behavior of Children with Sensory Integrative Dysfunction ages 4 - 9.
- 1985 - University of Southern California, Bachelors of Science in Occupational Therapy

WORK EXPERIENCE

May 2012 – present

Clinical Assistant Professor at Waisman Center – 80% position currently. Promoted from Clinical Instructor in October, 2015. Includes staffing of weekly interdisciplinary clinics such as feeding clinic, autism diagnostic evaluation team, Down syndrome clinic, and neuromotor development clinic. Responsible for mentoring MCH – Lend trainees, facilitating a life course story group and other duties as assigned.

Feb 2006 – present

Senior Lecturer and Instructional Specialist for University of Wisconsin-Madison Occupational Therapy Program (20% position currently).

Duties include: Regularly teaching 2 credit Professional Skills courses in the MSOT program each semester (OT 610 and 611) since Fall 2008. Co-taught courses on assessments (OT 621) in Fall 2008, Pediatric Intervention (OT622) in Spring 2006, 2008, 2009, Co-taught seminar on Sensory Integration (OT775) in Fall 2010. Provided departmental guidance and administrative support for Program Director related to accreditation needs and ongoing program evaluation.

Department successfully re-accredited by ACOTE in March 2008. Served on Admissions Committee 2010-2012

May 2005 – May 2012

National Director of Women in the Academy and Professions, Graduate and Faculty Ministries, InterVarsity Christian Fellowship. 20 hours/week.

Primary responsibility was to develop resources to support women in graduate school, faculty and professional settings. Duties include overseeing development of monthly website publications www.tothewell.org, writing articles, supervision of four staff, planning and implementing conferences for women, education and training of InterVarsity staff related to gender issues, fund development, grant writing, budget oversight. Speak nationally on various campuses 6-8 times per year both as weekend conference speaker and as one time event speaker.

June 2000 – 2005

Private Practice in Chicago (10-15 hours per week) - pediatric population – in home and in private school settings. Case load included learning disability, autism spectrum disorders, developmental delay, fine motor delay, sensory processing disorders.

Aug. 1996 – May 2005

University of Illinois at Chicago, Adjunct Instructor (10-20 hours per week)

Courses taught included Development of Human Occupation, Neurological Interventions in Pediatrics, Functional Movement and Mobility, Synthesis II (a Problem Based Learning course). Additional activities included serving on Self Study committee, Curriculum committee and advising graduate students.

Aug. 1996 – June 2000

Mercy Professional Registries, Chicago Illinois. Contract therapist to the Chicago Public Schools part time. Current population includes students diagnosed with Autism, Aspergers, Learning Disability, Cerebral Palsy, Communication Disorder. Serve as city-wide evaluator as needed. Provide mentoring and in-service training to other staff working in the schools through Mercy services.

Sept. 1989 - Feb 1996

Rehabilitation Institute of Chicago , Pediatrics team.

Resource Specialist in Pediatrics (24 hours per week), 1994-1996. Caseload included outpatients with Cerebral Palsy, Traumatic Brain Injury, Spinal Cord injury, Sensory integrative dysfunction, Retts syndrome, Encephalopathy, Muscular dystrophy, Trisomy 21. Participated in rhizotomy clinics and feeding clinics. Served as resource to pediatric staff.

Supervisor of Early Intervention Program (30 hours per week), 1991 - 1993. Supervision of interdisciplinary team of seven professionals providing EI services to 30 community families. Responsibilities included grant writing, monthly reports, leading team meetings, facilitating adherence to family centered, interdisciplinary functioning as a team, budgets, performance reviews, attending local and state inter-agency council meetings, referral and intake of new clients.

Senior Occupational Therapist - Inpatient team (full time) Sept. 1989 - July 1990. In addition to clinical responsibilities, there were administrative responsibilities for the pediatric team such as scheduling, clinical support, in-service to staff, liaison with nursing and other disciplines, etc.

Feb. 1988 - July 1989

University Affiliated Program - Interim Director of Training in Occupational Therapy (full time)

Responsibilities included supervision of graduate students being trained to function on interdisciplinary teams. Participated in large scale interdisciplinary team evaluations on a weekly basis as well as weekly interdisciplinary feeding clinic. Offered numerous community in-services to various county agencies and settings. Job was a joint appointment with University of Southern California Occupational Therapy Dept as Adjunct instructor. Attended faculty meetings, helped in graduate and undergraduate recruiting, guest lecturer for pediatrics courses.

May 1987 - Feb 1988

Full time Staff Therapist, Rosemary Johnson and Associates Clinic, Monrovia Calif., A privately owned clinic treating primarily children with sensory integrative dysfunction.

May 1986 - Dec. 1987

Staff Therapist, Ayres Clinic, Torrance California (20 hours). Saw patients in the clinic as well as home health clients. Served as Saturday Supervisor for student internship experiences.

Sept. 1986 - June 1987

Staff therapist (16 hours) - Anaheim School District

Jan 1986 - Sept 1986

Per Diem therapist, Cedars/Sinai Medical Center. Adult Physical Disabilities

FIELDWORK

- 1986 - Ayres Clinic, Torrance California. Four month graduate level training seminar in Sensory Integration treatment skills.
- 1985 - Los Angeles County/USC Medical Center Psychiatric Hospital, Supervised by Claudia Allen. Worked with acute population in mental health.
- 1985 - Cedars-Sinai Medical Center, Beverly Hills Calif. Internship in adult physical disabilities.

RESEARCH INVOLVEMENT

2000-2001 – Research Assistant for Dr. Joy Hammel, University of Illinois at Chicago

Buchanan Fellowship - Rehabilitation Institute of Chicago. A one year fellowship (one day a week) to research “The Use of the Non-dominant hand in bilateral activities in Normal Children” 1992-1993

PUBLICATIONS

2013 Co-authored two chapters in Early Intervention Textbook

Patz, J.A., & Gartland, S.G. (2013). Fine Motor Development. In Stephen R. Hooper; Warren Umansky (Eds.), *Young Children with Special Needs*, 6th ed.. Pearson.

Gartland, S.G., & Patz, J.A. (2013). Self-Care Skills. In Stephen Hooper and Warren Umansky (Eds.), *Young Children with Special Needs*, 6th Ed.. Pearson.

2001- Authored chapter on Preschool Services – for revised edition of Occupational Therapy for Children, Edited by Jane Case-Smith.

Gartland, S. (2001). Occupational therapy in preschool and childcare settings. In Case-Smith, J (Ed) *Occupational Therapy for Children*, 4th Ed. Mosby.

PRESENTATIONS

April 9 2016 - American Occupational Therapy Association Conference 2016, Chicago IL – Poster Session. “Enabling Community Participation for Adolescents with Autism Spectrum Disorder”

March 23, 2016 – Invited speaker, Down Syndrome Day with the Experts. Waisman Center, Madison WI “Enabling a Full Life: Participation at Home and in the Community”

October 30, 2015 – Wisconsin Occupational Therapy Association State Conference. Fitchburg, WI. ““Enabling Community Participation for Adolescents with Autism Spectrum Disorder”

September 7, 2015 – Pediatric Grand Rounds, University of Wisconsin Hospitals. “A Team-based Approach to Autism Spectrum Disorder and Feeding Difficulties.

April 15, 2014 - American Occupational Therapy Association Conference 2014, Baltimore, MD – Poster Session. “Coaching Methods in Occupational Therapy Intervention”

March, 1999 – Day long seminar for Chicago Public Schools Occupational and Physical Therapists on School-Based Services for Children with Autism.

AWARDS/HONORS

1981 - National Merit Semifinalist

1981 - Deans list at University of Southern California

1983 - Deans list at University of Southern California

1985 – Trojan Spirit Award - An award given at graduation from OT School based on faculty vote

1987 - Full Graduate Scholarship to attend Masters program at USC. Awarded based on GRE scores, GPA, professional activities

PROFESSIONAL INVOLVEMENT

2016 – Appointed Accreditation Evaluator for Accreditation Council for Occupational Therapy Education (ACOTE) – responsibilities include paper and on-site evaluation of Occupational Therapy Programs who are up for accreditation of the academic programs.

1985 – present - Member of American Occupational Therapy Association

2012 – present – Member of Wisconsin Occupational Therapy Association

ADVANCED TRAINING

2015 – Sensory Oral Sequential Approach to Feeding, Basic 3-day Course “Picky Eaters vs. Problem Feeders, Minneapolis Marriott Northwest, Brooklyn Park, Minnesota.

1998 – “How Does Your Engine Run?” Alert Program Training – Sherry Shellenberger.

1994 - Certified in Neurodevelopmental Treatment for Adult Hemiplegia . Rehabilitation Institute of Chicago

1992 - Erikson Institute, Chicago II - Semester seminar in Supervision for Early Childhood programs

1989 - Completed all three courses required for Certification in Sensory Integration and Praxis Tests
Ayres Clinic, Torrance CA

LICENSURE

Licensed in Wisconsin to practice Occupational Therapy

References available upon request