

UNIVERSITY OF WISCONSIN
Department of Kinesiology
Occupational Therapy Doctorate Program

Course Syllabus
Occ Ther 814
Communicating OT to Interprofessional Audiences
Summer 3
3 credits

I. Course Instructor:

Joshua Brown, OTD, OTR/L
608-262-0093 (o) 530-613-3151 (m)
jbrown59@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

Leaders frequently must communicate their ideas and knowledge to a variety of audiences in a compelling manner. In this course students will learn the necessary skills for effectively designing and implementing professional presentations in a variety of interprofessional contexts including educational settings, professional conferences, practice workshops, and scholarly contributions. The key principles for building effective presentations, whether oral, written or interactive, will be presented. The course will include the review and critique of communication from various media presented by occupational therapy leaders as well as peers enrolled in the program. Students will apply the principles learned to a specific project for presentation to an interprofessional audience.

Course Objectives

Upon course completion, the student will be able to:

1. Compare and contrast adult learning theories and their application in various interprofessional learning situations.
2. State and apply key principles of effective communication to the presentation of information through oral, written and interactive media.
3. Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance effective communication in interprofessional settings.
4. Prepare a professional manuscript for a relevant professional publication or academic journal on a topic related to current practice or capstone project using professional language and writing style to communicate information incorporating the specific publication format.
5. Prepare and present a presentation using appropriate technology and style for targeted audience and demonstrate modifications necessary to the presentation for a different interprofessional audience.
6. Critique the work of peers, providing constructive feedback on their interprofessional presentations and writing.

III. Prerequisite Knowledge

Course Designation

Graduate attribute

Requisites

Graduate or professional students only

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. Instructional Mode

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.

How Credit Hours Are Met by the Course

Course is 3 credits and requires 135 hours of active learning. In this course students will engage in reading, online lectures, e-learning activities, quizzes, written assignments, and asynchronous and synchronous online class discussions facilitated by the course instructor.

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:

https://merit-www.education.wisc.edu/kinesiology/wp-content/uploads/sites/12/2018/06/2018-2020-Handbook-Draft_TOC.pdf.

OT Program standards are defined in *OT Student Handbook*

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 48 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 must complete the [McBurney Connect Online Student Application](#) as early as possible. You may choose to maintain the confidentiality of your request by contacting the course coordinator directly 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. <https://mcburney.wisc.edu/students/howto.php>

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 Texts

Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). *The adult learner: The definitive classic in Adult education and human resource development.*

Whitney, R. V., & Davis, C. A. (2013). *A writers toolkit for occupational therapy and health care professionals:*

An insiders guide to writing, communicating, and getting published. Bethesda, MD: AOTA Press.

Other 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:

Joshua Brown OTD, OTR/L

608-262-0093

jbrown59@wisc.edu

Division of Continuing Studies

608-262-1156

info@dcs.wisc.edu

VII. Assignments

Assignment	Due Date	Percentage of Grade
CV and Cover Letter	June 24	5%
Identifying Publication and Conference Submission Guidelines	July 1	5%
Critique of Slagle Lectures	July 1	10%
AOTA Storybank: Create a digital story that illustrates the distinct value of occupational therapy to an interprofessional (i.g., non-OT) audience, utilizing a personal experience as a clinician, andragogical principles, and principles of effective storytelling.	Part 1: July 8 Part 2: July 11 Part 3: July 15	10%
Manuscript Assignment		10%
Discussions/Journals/Participation	Various	25%
Interprofessional Presentation	Various- see assignment guide	35%
Total		100%

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 assignments 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. 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.

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

IX. Schedule

Module	Readings	Activity/ Assignment
<p>Module 1 Opens June 18th</p> <p>Course Objectives: 1,2</p> <p>Welcome and Course Overview</p> <p>Module Objectives:</p> <ol style="list-style-type: none"> 1. Create, critique and revise a Personal bio, professional cover letter and CV/Resume 2. Identify key areas where OT clinicians and leaders need to present content and what influences success in those contexts. 	<p>Adult Learner: Ch 1</p> <p>Writer's Toolkit: Chapters 1, 2, & 3</p> <p>Lamb, A. (2015). Demonstrating the distinct value in your daily practice. [Powerpoint presentation]. Retrieved from: https://www.youtube.com/watch?v=9koAx9uXfxc&feature=youtu.be</p>	<ol style="list-style-type: none"> 1. CV/Cover Letter Part I Due June 24, 11:59pm 2. Interprofessional Presentation Assignment: Part 1 Due June 24, 11:59pm 3. Journal Entry Due: June 24, 11:59pm 4. Weekly Discussion Post: Participate in learn@UW discussion questions/discussion (CR/NC) 5. Synchronous Session: Thursday June 21 at 8 PM CST

<p>Module 2 Opens June 25</p> <p>Course Objectives: 2,3,5</p> <p>Module Objectives:</p> <ol style="list-style-type: none"> 1. Apply public speaking guidelines to a live presentation 2. Understand the process and requirements for submitting to a variety of relevant publications. 3. Explore and evaluate written professional communication within occupational therapy. 4. Critique an example of scholarly writing for language use, writing style and adherence to publication guidelines. 	<p>Readings:</p> <p>Adult Learner: Chapters 2 and 3</p> <p>Writer's Toolkit: Chapters 5 and 14</p> <p>Reilly, M. (1961) <i>Occupational therapy can be one of the great ideas of 20th century medicine.</i></p> <p>Gillen, G. (2013) <i>A fork in the road: An occupational hazard?</i></p> <p>http://miamioh.edu/hcwe/handouts/rhetorical-analyses/index.html#</p>	<ol style="list-style-type: none"> 1. Interprofessional Presentation Assignment: Part 2 Due July 1, 11:59pm 2. Identifying Publication and Conference Submission Guidelines Assignment Due: July 1, 11:59pm 3. CV/Cover Letter Assignment Part II: Peer Critique Due: June 28, 11:59pm 4. Slagle Lecture Critique Due: July 1, 11:59pm 5. Journal Entry Due: July 1, 11:59pm 6. Weekly Discussion Post: Participate in learn@UW discussion questions/discussion (CR/NC)
<p>Module 3: Opens July 2</p> <p>Course Objectives: 4</p> <p>Module Objectives:</p> <ol style="list-style-type: none"> 1. Describe various technologies and best practice in use of them for presenting 2. Select and evaluate one technology option for use in class assignment 3. Demonstrate appropriate electronic communications in a variety of contexts 	<p>Readings:</p> <p>Adult Learner: Chapter 11 and 18</p> <p>Writer's Toolkit: Chapters 16 and 17</p> <p>Lal, S., Donnelly, C., & Shin, J. (2015). Digital storytelling: an innovative tool for practice, education, and research. <i>Occupational therapy in health care</i>, 29(1), 54-62.</p> <p>Briant, K. J., Halter, A., Marchello, N., Escareño, M., & Thompson, B. (2016). The power of digital storytelling as a culturally relevant health promotion tool. <i>Health promotion practice</i>, 17(6), 793-801.</p>	<ol style="list-style-type: none"> 1. Interprofessional Presentation Assignment: Part 3 Due July 8, 11:59pm 2. AOTA Video Story Bank: Part 1 Due July 8, 11:59pm 3. Journal Entry Due: July 8, 11:59pm 4. Weekly Discussion Post: Participate in learn@UW discussion questions/discussion (CR/NC)

	<p>Additional Resources: https://capacitycanada.ca/resources/storytelling/ https://kb.wisc.edu/ei/resources/page.php?id=50548 OT Practice Article Volume 22 issue 5- digital storytelling</p>	
<p>Module 4 Opens: July 9</p> <p>Module Objectives:</p> <ol style="list-style-type: none"> 1. Reflect on personal barriers to success in writing an identify resources to support growth and success in future writing 	<p>Readings: The Adult Learner: Chapters 3-5</p> <p>Writer's Toolkit- Chapters 4 & 12</p>	<ol style="list-style-type: none"> 1. Interprofessional Presentation Assignment: Part 4 Due July 15, 11:59pm 2. AOTA Video Story Bank: Part 2 (Feedback) Due July 11, 11:59pm 3. AOTA Video Story Bank: Part 3 Due July 15, 11:59pm 4. Journal Entry Due: July 15, 11:59pm 5. Weekly Discussion Post: Participate in learn@UW discussion questions/discussion (CR/NC)
<p>Week 5: Opens July 16</p> <p>Course Objectives: 1, 2</p> <p>Module Objectives:</p> <ol style="list-style-type: none"> 1. Describe adult learning styles. 2. Analyze and critique your own personal learning style and those of selected peers. 3. Identify and discuss instructional methods linked to best practices in adult learning theory 	<p>Readings: The Adult Learner: Chapters 9, 10 and 12</p> <p>Writer's Toolkit: Chapter 15</p>	<ol style="list-style-type: none"> 1. Interprofessional Presentation Assignment: Part 5 Due July 22, 11:59pm 2. Learning Activity: Conduct the self-diagnostic rating scale competencies (Chapter 16) and personal adult learning style inventory (Chapter 17). Schedule individual meeting time with instructor 3. Weekly Discussion Post: Participate in learn@UW discussion questions/discussion (CR/NC)

<p>Week 6: Opens July 23</p> <p>Module Objectives:</p> <ol style="list-style-type: none"> 1. Explore and select appropriate evaluation methods for instruction/presentation 2. Identify barriers that exist for developing accessible learning opportunities, presentations and literature for individuals across diversity dimensions. 3. Access and present to classmates resources to create accessible learning opportunities related to selected diversity dimensions 4. Integrate concepts of cultural humility/accessibility into presentation 	<p>Readings:</p> <p>Berezin, M., & Lamont, M. (2016). Mutuality, mobilization, and messaging for health promotion: Toward collective cultural change. <i>Social science & medicine</i> (1982), 165, 201.</p> <p>Lawlis, T. R., Anson, J., & Greenfield, D. (2014). Barriers and enablers that influence sustainable interprofessional education: a literature review. <i>Journal of interprofessional care</i>, 28(4), 305-310.</p>	<ol style="list-style-type: none"> 1. Interprofessional Presentation Assignment: Part 6 Due July 29, 11:59pm 2. Journal Entry Due: July 29, 11:59pm 3. Weekly Discussion Post: Participate in learn@UW discussion questions/discussion (CR/NC)
<p>Week 7: Opens July 30</p> <p>Course Objectives: 5,6</p> <p>Module Objectives:</p> <ol style="list-style-type: none"> 1. Conduct and record presentation before a live audience 2. Analyze audience feedback and self reflection on presentation 3. Demonstrate ability to revise based on feedback by creating response statement to feedback and self-reflection – what will 	<p>Readings:</p> <p>The Adult Learner: Chapters 13, 14</p> <p>Writer's Toolkit: Chapter 18</p>	<ol style="list-style-type: none"> 1. Interprofessional Presentation Assignment: Part 7 Due August 5, 11:59pm 2. Weekly Discussion Post: Participate in learn@UW discussion questions/discussion (CR/NC)

<p>you do differently next time?</p>		
<p>Module 8:</p> <p>Opens August 6 Course Objectives 4,5,6</p> <p>Challenges in Professional Communications: Conflict, Critique and Feedback</p> <p>Module Objectives:</p> <ol style="list-style-type: none"> 1. Create a professional manuscript using appropriate format for intended context 2. Apply concepts for critique and feedback to peer review of student presentations 3. Explore types and role of rubrics in grading and providing feedback 	<p>Readings:</p> <p>Writer's Toolkit Chapter 8</p> <p>Hall, P. (2005). Interprofessional teamwork: Professional cultures as barriers. <i>Journal of Interprofessional Care</i>, 19(S1), 188-196.</p> <p>Rice, K., Zwarenstein, M., Conn, L. G., Kenaszchuk, C., Russell, A., & Reeves, S. (2010). An intervention to improve interprofessional collaboration and communications: A comparative qualitative study. <i>Journal of interprofessional care</i>, 24(4), 350-361.</p>	<ol style="list-style-type: none"> 1. Synchronous Session: Friday August 10 at 1:00 PM CST 2. Interprofessional Presentation Assignment: Part 8 Due August 10, 1:00 pm 3. Manuscript Assignment Due August 10, 1:00 pm 4. Journal Entry Friday August 10 at 1:00 PM 5. Weekly Discussion Post: Participate in learn@UW discussion questions/discussion (CR/NC)