OCC THER 710: PROFESSIONAL AND LEADERSHIP SKILLS 1: FOUNDATIONS

In Workflow

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New Course Proposal

Date Submitted: Mon, 25 Nov 2019 19:47:43 GMT

Viewing: OCC THER 710 : Professional and Leadership Skills 1: Foundations

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Changes proposed by: sgartland

Proposal contact information:

Name

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Type of approval

Governance Approval Needed

Is your unit (department/subject listing) submitting more than 5 course proposals at this time?

Yes

Basic Catalog Information

First Available Term

Fall 2020 (1212)

Should this course have the graduate attribute?

Yes

Who is the intended audience?

Graduate or professional students only

Subject

OCC THER - Occupational Ther (Dept-Kines)

Course Number

710

Is this course crosslisted?

No

Course Title

Professional and Leadership Skills 1: Foundations

Transcript Title

Prof and Lead Skills 1: Found

Course Description

Addresses the foundations and basic tenets of occupational therapy; and explores the process, domain and parameters of practice. Topics include the history and development of the profession; occupational therapy organizations; certification and licensing; behaviors and responsibilities of occupational therapists; professional ethics; liability; and guidelines and laws governing practice. The Occupational Therapy Practice Framework and selected models, approaches and theoretical frames of reference are explored.

Enroll Info (usually None)

None

Requisites

Declared in Entry Level Occupational Therapy Doctorate program

Grading Basis

A/F

Component Type

Lecture section is scheduled

Credits

2

Is this a topics course?

No

Repeatable

No

Rationale for the Course

Why is this course being proposed? In responding to this question, be sure to answer the following: What gap in the curriculum is this course fulfilling? What is the purpose of the course? What degree and/or major requirement(s) will this fulfill?

This course proposal is part of a series of new and pre-existing graduate courses being created for a new named option Entry Level Doctoral Degree in Occupational Therapy (OTD) in the Department of Kinesiology. This course proposal is put forward as companion to the formal degree authorization proposal. The content for this course is designed to meet a portion of the curricular standards put forth by our accrediting agency; the Accreditation Council for Occupational Therapy Education (ACOTE). The purpose of this course is to address the basic tenets of occupational therapy.

What is the estimated enrollment for the course?

32

How many qualified instructors in the primary unit will be able to teach the course?

6

Address the relationship of the course to other UW-Madison courses, including the duplication of content, both inside and outside the primary unit.

OCC THER 710 Professional and Leadership Skills 1: Foundations does not duplicate current content in the Department of Kinesiology. Any potential content overlap with existing health science programs (eg Athletic Training, Physical Therapy, and Communication Disorders has been reviewed by the respective program directors who have provided support to the new degree program (EL-OTD) and the respective courses making up that program. Each health science program is subject to outside accreditation requirements thus necessitating an independent offering as part of the OTD.

Course Content Information

Course Learning Outcomes

	Outcomes – enter one learning outcome per box, use the green + to create additional boxes.	Audience
1	Explain the process of theory development in occupational therapy and its desired impact and influence on society.	Graduate
2	Apply, analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors.	Graduate
3	Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate the intervention plan.	Graduate

4	Demonstrate knowledge of the use of technology in practice, which must include: a) Electronic documentation systems b) Virtual environments c) Telehealth technology	Graduate
5	Demonstrate knowledge of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.	Graduate
6	Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.	Graduate
7	Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.	Graduate
8	Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation- based interventions to address client factors, performance patterns, and performance skills.	Graduate
9	Analyze and evaluate occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.	Graduate
10	Identify and evaluate the systems and structures that create federal and state legislation and regulations and their implications and effects on persons, groups, and populations, as well as practice and policy.	Graduate
11	Provide care and programs that demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration consistent with federal and state laws.	Graduate
12	Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies.	Graduate
13	Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.	Graduate
14	Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being.	Graduate

Credit hour policy

This course has been designed to meet the credit hour policy.

Please upload a syllabus.

OT 710 Syllabus.pdf

Key: 13254

Occupational Therapy Program
DEPARTMENT OF KINESIOLOGY
UNIVERSITY OF WISCONSIN–MADISON

OCC THER 710
Professional and Leadership Skills 1: Foundations
Fall 1

2 Credits
Course is 2 credits and requires 90 hours of active learning. In this course students will engage in reading, lectures, learning activities, quizzes, written assignments, and asynchronous and synchronous class discussions facilitated by the course instructor.

Canvas Course URL: https://canvas.wisc.edu/courses/xxxxxx?

Meeting Time and Location: One 50 min lecture and one 2-hour lab each week
Instructional Mode: Lecture/ Discussion

Course Designations and Attributes
Graduate course for Entry Level OTD degree

Institution Name: University of Wisconsin-Madison

INSTRUCTOR

Instructor Name, Degrees
Position Title
608-xxx-xxxx
email @wisc.edu

Office hours/Chat hours: By Appointment

The course instructor will be available regularly in class and online to check messages and engage in discussions. 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.

OFFICIAL COURSE DESCRIPTION

Addresses the foundations and basic tenets of occupational therapy; and explores the process, domain and parameters of practice. Topics include the history and development of the profession; occupational therapy organizations; certification and licensing; behaviors and responsibilities of occupational therapists; professional ethics; liability; and guidelines and laws governing practice. The Occupational Therapy Practice Framework and selected models, approaches and theoretical frames of reference are explored.

Requisites: Declared in Entry Level Occupational Therapy Doctorate Program

LEARNING OUTCOMES

(Bold are primary)

Upon course completion, the student will be able to:

1. ***Explain the process of theory development in occupational therapy and its desired impact and influence on society. (B.2.2)***

2. ***Apply, analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors. (B.3.2)***

3. ***Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate the intervention plan. (B.3.6)***

4. ***Demonstrate knowledge of the use of technology in practice, which must include: a) Electronic documentation systems b) Virtual environments c) Telehealth technology (B.4.15)***

5. ***Demonstrate knowledge of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts. (B.7.1)***

6. ***Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public. (B.7.3)***

7. *Apply,* ***analyze,*** *and evaluate scientific* ***evidence, theories, models of practice, and frames of reference*** *that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments. (B.2.1)*

8. *Demonstrate* ***clinical reasoning*** *to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills. (B.4.2)*

9. *Analyze and evaluate occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice. (B.3.1)*

10. *Identify and evaluate the systems and structures that create federal and state legislation and regulations and their implications and effects on persons, groups, and populations, as well as practice and policy. (B.5.4)*

11. *Provide care and programs that demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration consistent with federal and state laws. (B.5.5)*

12. *Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies. (B.7.2)*

13. *Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards. (B.7.4)*

14. *Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being. (B.3.3)*

ASSIGNMENTS

Assignment	Due Date	Percentage of Grade
Discussions	Weekly	10%
Quizzes	Weekly	5%
Lab Activities	Weekly	10%
Professional Development Portfolio	TBD	10%
Slagle Lecture	TBD	15%
Unit 1 Exam-Online	TBD	10%
Model of Practice	TBD	10%
OTPF Case Synthesis	TBD	20%
Unit 2 Exam-Online	TBD	10%
Total		100%

Group Discussion –

Discussions will occur primarily through asynchronous forums in the Canvas LMS, with periodic synchronous scheduled discussions with peers and the course instructor.

All modules will include on-line discussion questions. Each student is required to post at least one primary comment that represents his/her position and/or thoughts about the discussion question. This primary post should reflect thoughtful reflection on the discussion questions, incorporation of reading content or newly acquired knowledge and some level of synthesis. The deadlines for posting are in the course schedule section of the syllabus.

As well, it is required that each student make one other comment/reaction/question regarding the posts of colleagues that contribute to an interactive dialogue and discussion.

Rubric for Asynchronous Discussions:

Point Value	Grading Criteria
2	**Initial Post**—Submitted on time; communication is professional and uses appropriate references; integrates learning from course, is thought-provoking, invites further response, and introduces new content as applicable in addition to course content as needed to support opinions and ideas presented.
2	**Responses to Peer**—Respond to at least 1 post with substantive, reflective content by the deadline. Shows respectful responsiveness to peers, introducing new ideas or perspectives that enhance overall learning.
Total for each module: 4 points	

Assignments:

Professional Development Portfolio –This is an assignment that encourages students to explore the continuing education, licensure and certifications requirements for practice. Students will complete the ATOA generic abilities assessment, write 2-3 professionalism goals, develop a professional development plan, and develop an organizational system to manage professional information needed in the course of their career. (B.7.4., B.5.5.)

Slagle Lecture–Students will analyze a historic Elanor Clarke Slagle lecture and determine its relevance to current practice. Student are required to analyze and discuss its place within OT history and how the sociopolitical climate of the time influenced the lecture. (B.3.1.)

Model of Practice Group Project -In groups of 3 or 4, students will prepare a write-up and presentation on an assigned model of practice. Students are required to analyze, evaluate and apply the model to two cases (induvial and group/population) within two different contexts/environments. (B.2.1.)

Occupational Therapy Practice Framework (OTPF) Application Assignment –This requires students to apply the OTPF ideas and concepts learned in class to a given case. Students will evaluate and analyze the interaction between the client (client factors, performance skills, performance patterns), the occupation, and environment. (B.3.2., B.3.6.)

Lab Participation: All students will participate in lab and complete weekly assignments to be turned in at the end of lab.

Class Participation/Discussion: Students are expected to come prepared and ready to attend and participate in all class and on-line discussions. Reading assignments should be completed prior to class and student should be ready to discuss and give opinions on content read. Each week students will participate in an on-line discussion and responses should be posted prior to class.

Exams and Quiz:

Unit I and Unit II Exam: will cover material in lectures, labs and readings. Exams will be taken on-line and items may include case studies and short answer, multiple choice, fill in the blank or matching questions.

Weekly Quiz: Students will take a 2-point quiz at the start of each class that will be used asses understanding of weekly readings/materials.

Assignment Submission

Unless otherwise stated, each assignment must be electronically submitted to the course website by 11:59 p.m. 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.

GRADING

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**
60-69.99	**D**
<60	**F**

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

Required Textbooks

- Cole, M.B., & Tufano, R. (2019). *Applied theories in occupational therapy: A practical approach* (2nd ed.). Thorofare, NJ: SLACK Incorporated. (new edition out Nov.15th)
- Sames, K. M. (2015). *Documenting occupational therapy practice* (3rd ed.). Upper Saddle River, NJ: Pearson-Prentice.

Recommended Textbook

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Required Software

- Canvas with BB Collaborate
- Google Docs, Hangouts
- YouTube
- Adobe Acrobat
- Microsoft Word, Excel

OTHER COURSE INFORMATION

- Students are required to become members of the Wisconsin Occupational Therapy Association (WOTA) or a state organization of your choice. WOTA student memberships are $20 per year.
- https://wota.memberclicks.net/member-benefits
- Students are strongly encouraged to join SOTA, (Student Occupational Therapy Association), Diverse OT, Community Connections, and international occupational therapy associations, attend selected meetings, and network with occupational therapy practitioners.

RULES, RIGHTS & RESPONSIBILITIES

- See the Guide's Rules, Rights and Responsibilities
- See: https://guide.wisc.edu/undergraduate/ - rulesrightsandresponsibilitiestext

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

- See: https://secfac.wisc.edu/academic-calendar/#religious-observances

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: "The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including

instructional accommodations as part of a student's educational record, is confidential and protected under FERPA." http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php

DIVERSITY & INCLUSION

Institutional statement on diversity: "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world." https://diversity.wisc.edu/

COURSE SCHEDULE

Modules: TOPIC Objectives	Readings	Activities
Module 1: **Professional Identity and Professionalism** **Lab:** **LEARNING OBJECTIVES** • **B.7.3.**	Textbooks: • E-articles (posted in Canvas): • American Occupational Therapy Association (2014) Occupational Therapy Practice Framework: Domain and Process, 3rd Edition *American Journal of Occupational Therapy*, 68, S1-S48 • Canadian Practice Profile (2012) • J. Hordichuk, A. J. Robinson and T. M. Sullivan (2015). Conceptualizing professionalism in occupational therapy through a western lens. *Australian Occupational Therapy Journal,* 62, 150-159 Discussion Prep: • What is your definition of OT? Why do you think it's important to have your own "go to" definition of OT? How does OT benefit consumers and society?	• In-class quiz • AOTA- Profession Overview Quiz • Re-word OT definition based on formal definitions presented in class • “What is OT?”- verbal practice
Module 2: **History and Development of the Profession**	Textbooks: • Cole and Tufano Ch. 1 E-articles (posted in Canvas): • Watch: https://youtu.be/DbCwf2CzGvw o Video Guide • Lamb, Amy J. (2017). Unlocking the Potential of Everyday Opportunities. *AJOT: American Journal of Occupational Therapy, 71*(6), doi:7106140010p1-7106140010p8 Discussion Prep: • Choose a decade in the 20th Century and answer the following: What were the major historical events (2-3 events) effecting the US during this decade? If you	• In-class quiz • In-class discussion: past, present, and future health trends and sociopolitical events that have and will shape OT •

	were an OT during this decade, where would you choose to be practicing and why?	
Lab: History Lab **LEARNING OBJECTIVES** • **B.3.1.**		• Interactive History Timeline • Create Infographic summarizing the development of profession and paradigm shifts

Module 3:
Occupational Therapy Practice Framework-Domain
	Textbooks:
	• Cole and Tufano Ch. 2
	• Sames Ch. 4
	E-articles (posted in Canvas):
	• American Occupational Therapy Association (2014) Occupational Therapy Practice Framework: Domain and Process, 3rd Edition *American Journal of Occupational Therapy*, 68, S1-S48
	Discussion Prep:
	• Each discussion group will investigate 2 health related professions and compare and contrast their scope of practice with OT
	  o Speech, and Recreation Therapy
	  o Psychology and Nursing
	  o Physical Therapy and Rehab Psychology
	  o Vocational Rehab and Child Life Specialist
	  o Counseling Psych and Art Therapy
	  o Music Therapy and Board-Certified Behavior Analyst
	• Everyone answer: Why is OT a better fit for you? Use examples from the websites to support your comments.
		• In-class quiz
		• In-class discussion: students will report out on their health-related professions

Lab: OTPF Domain Application **LEARNING OBJECTIVES** • **B.2.1., B.4.2., B.3.1.,**		• Case-study: Students will analyze a case using the OTPF
Module 4:	Textbooks:	• In-class quiz

Occupational Therapy Practice Framework-Process **Lab: OTPF Process Application** **LEARNING OBJECTIVES** • **B.2.1., B.4.2., B.3.1.,**	• E-articles (posted in Canvas): • American Occupational Therapy Association (2014) Occupational Therapy Practice Framework: Domain and Process, 3rd Edition *American Journal of Occupational Therapy*, 68, S1-S48 • American Occupational Therapy Association (2010) Standards of practice for occupational therapy. *American Journal of Occupational Therapy* • American Occupational Therapy Association (2014) Scope of Practice Document • Mroz, T. M., Pitonyak, J. S., Fogelberg, D., & Leland, N. E. (2015). Client centeredness and health reform: key issues for occupational therapy. *American Journal of Occupational Therapy*, *69*(5), 6905090010p1-6905090010p8. Discussion Prep: • After reading Mroz, T. M., Pitonyak, J. S., Fogelberg, D., & Leland, N. E. (2015) consider your observation/work experiences with OTs. How client centered was the practice you were observing? Support your conclusion with specific examples and content from the article.	• Conceptual Model of the OTPF: students create a visual module/conceptual model of domain and process or a model that depicts the domain and process together. • Students work in pairs to obtain an occupational profile on a partner using AOTA's Occupational Profile template
Module 5: **Professional World, National, and State OT Organizations: Domain, Jurisdiction, and Credentialing**	Textbooks: • E-articles (posted in Canvas): • Web resources: Students will spend time on looking at each website listed in general as well as specific area noted o **NBCOT website** http://www.nbcot.org/ (Links to an external site.)	• In-class quiz • OT Day at the Capitol

	o **AOTA website** http://www.aota.org/ In particular: https://www.aota.org/Education-Careers/Students.aspx o Skim the ACOTE Standards: https://www.aota.org/~/media/Corporate/Files/EducationCareers/Accredit/Standards/2011-Standards-and-Interpretive-Guide.pdf • **WOTA:** http://www.wota.net/ • **Department of Safety and Professional Services:** http://dsps.wi.gov/Home -In particular OT Chapter 2- https://dsps.wi.gov/Pages/RulesStatutes/OT.aspx • **WFOT Website**: http://www.wfot.org/ • Review: https://www.aota.org/Advocacy-Policy/State-Policy.aspx Discussion Prep: • Write a brief summary of why joining AOTA and attending the conference is a good idea for occupational therapists to do annually. Take note of how much it costs for students to go to the AOTA conference in	
Lab: Guest-Laura Nagel **WOTA representative** **LEARNING OBJECTIVES** • **B.5.4., B.7.2.**		
Module 6: **Advocacy and Policy**	Textbooks: • E-articles (posted in Canvas): • AOTA resources: https://www.aota.org/Advocacy-Policy.aspx • Healthcare reform: https://www.aota.org/Advocacy-Policy/Health-Care-Reform.aspx • AOTPAC: https://www.aota.org/Advocacy-Policy/AOTPAC.aspx • Watch: https://youtu.be/cK-WpMxRQc8 • Watch: https://youtu.be/BIds82oXtv4 Discussion Prep: Review one federal affair update and summarize the update https://www.aota.org/Advocacy-Policy/Congressional-Affairs/Legislative-Issues-Update/2019.aspx	• In-class quiz • Virtual Hill Day Participation- send letters to representatives • PAC Madness (fundraising) sign up

Lab: Guest: Able Safer
AOTA Senior Legislative Representative

LEARNING OBJECTIVES

- **B.5.4., B.7.2.**

Module 7:
Overview of Theoretical Basis and Foundation of Occupational Therapy

Textbooks:

- Cole and Tufano Ch. 3, 4, 5
- Hinojosa, Kramer, & Brasic Royeen Ch. 3

E-articles (posted in Canvas):

- Towns, E., & Ashby, S. (2014). The influence of practice educators on occupational therapy students' understanding of the practical applications of theoretical knowledge: A phenomenological study into student experiences of practice education. *Australian Occupational Therapy Journal*, *61*(5), 344-352.
- O'Neal, S., Dickerson, A.E. & Holbert, D. (2007) The use of theory by occupational therapists working with adults with developmental disabilities, *Occupational Therapy in Health Care*, 21:4, 71-85
- Ikiugu, M. N., & Smallfield, S. (2015). Instructing occupational therapy students in use of theory to guide practice. *Occupational therapy in health care*, *29*(2), 165-177.

Discussion Prep:

- O'Neal, Dickerson & Holbert (2007) note that more experienced therapists tend to put less value on the importance of theory to their practice as compared to newer clinicians. Why do you think that is true? What is your current posture towards theory and its importance to your future as a clinician? What has influenced your feelings on this?

- In-class quiz

Lab: Applied Theory

LEARNING OBJECTIVES

- **B.2.1., B.2.2., B.4.2.**

Textbooks:

- Sames Ch. 5

- Complete Sames exercises 5.1 and 5.2 (p. 56 and 57)

Module 8: **Conceptual Models of Practice and Frames of Reference**	Textbooks: • **Skim** Cole and Tufano Chapters 12-20 (read the intro to understand the Frame of Reference in general terms, page through each chapter to familiarize yourself with what is included) • Cole and Tufano Chapter 21 E-articles (posted in Canvas): • Discussion Prep: • Use Chapter 3 from Cole and Tufano to complete the following: Concepts from the General Systems Theory can be found throughout AOTA's Practice Framework. Highlight and explain one way general system theory has impacted a specific concept in the Practice Framework.	• In-class quiz
Lab: Applied Theory **LEARNING OBJECTIVES** • **B.2.1., B.2.2., B.4.2.**		• Review Case Study 1: Craig (page 279 Cole and Tufano) • Choose 1-2 frames of reference that might provide guidelines for evaluation and intervention for Craig. • Answer questions 1-5 on pages 279-280
Module 9: **Code of Ethics**	Textbooks: • Sames Ch. 7-10 E-articles (posted in Canvas): • American Occupational Therapy Association Code of Ethics 2015 • American Occupational Therapy Association (2015) Enforcement Procedures for the OT Code of Ethics. AOTA: https://www.aota.org/About-Occupational-Therapy/Ethics.aspx • Bushby et al, (2015) Ethical tensions in occupational therapy practice: A scoping review. (British Journal of Occupational Therapy 78(4) 212–221 • Farnan, J. M., Sulmasy, L. S., Worster, B. K., Chaudhry, H. J., Rhyne, J. A., & Arora, V. M. (2013). Online medical professionalism: Patient and public	• In-class quiz

	relationships: Policy statement from the American college of physicians and the federation of state medical boards. *Annals of Internal Medicine*, *158*(8), 620-627. • Practice Guidelines: Using Social Media: https://www.acotro-acore.org/sites/default/files/uploads/acotro_-_social_media_presentation_-_caot_2013_reduced_file_size.pdf Discussion Prep: • After you have read over the Practice Guidelines for Social Media from University of Toronto, reflect on your own use of social media. What is your current favorite social media platform? What do you anticipate being useful about social media and your future practice? Anticipate an ethical challenge with social media that might present itself to you and how you plan to handle it.	
Lab: Ethical Decision-Making Model Application **LEARNING OBJECTIVES** • **B.7.1.**		• Ethics AOTA worksheet • Solving ethical dilemmas using 2 different decision-making models
Module 10: **Models of Practice: Class Presentations**	Textbooks: • E-articles (posted in Canvas): • Su Ren Wong & Gail Fisher (2015) Comparing and Using Occupation-Focused Models, Occupational Therapy In Health Care, 29:3, 297-315, DOI: 10.3109/07380577.2015.1010130 Discussion Prep: • No discussion this week	• No in-class quiz
Lab: Class Presentations **LEARNING OBJECTIVES** • **B.2.1., B.3.1.**		

Module 11: **Clinical and Professional Reasoning**	Textbooks: • E-articles (posted in Canvas): • Shafaroodi, N., Kamali, M., Parvizy, S., Mehraban, A. H., & O'Toole, G. (2014). Factors affecting clinical reasoning of occupational therapists: a qualitative study. *Medical journal of the Islamic Republic of Iran*, *28*, 8. • Fleming, M. H. (1994) The therapist with the three-track mind. In C. Mattingly & M.H. Fleming (Eds). *Clinical Reasoning: Forms of Inquiry in a Therapeutic Practice*. Philadelphia: F. A. Davis • Mattingly, C. (1991). What is clinical reasoning? *American Journal of Occupational Therapy*, 45, 979-986 • Boyt-Schell, B. & Schell, J. (2008) Professional reasoning as the basis of practice. In Boyt Schell, B. and Schell, J. (Eds) *Clinical and Professional Reasoning in Occupational Therapy*, Baltimore, Lippincott Williams and Wilkins, 3-12 Discussion Prep: • Consider the various types or categories of clinical reasoning described in this week's readings. Which one feels the most familiar and comfortable for you and why? Which one will be the most challenging for you to use and how might you gain skill to use it?	• In-class quiz
Lab: Clinic Reasoning Video Analysis **LEARNING OBJECTIVES** • **B.4.2.**		• Students analyze the types of clinical reasoning used by clinicians during treatment sessions.
Module 12: **Activity and Occupational Analysis**	Textbooks: • Thomas, H. (2012). *Occupation-based activity analysis*. Slack Incorporated. o Ch. 1, 2, 3, 4 E-articles (posted in Canvas): • Blesedell Crepeau,E. (2003) Analyzing Occupation and Activity: A way of thinking about occupational performance. In: *Willard & Spackman 's Occupational Therapy, 10th Ed*, pp 189-199 • Discussion Prep:	• In-class quiz

	• Choose an occupation that is important to you. Now divide this occupation into smaller activities or tasks that could be analyzed. Choose one of the activities/tasks and analyze the objects, space and social demands of the task.	
Lab: Activity Analysis Lab **LEARNING OBJECTIVES** • **B.3.2., B.3.6.,**		• Students will analyze an occupation (Pearler bead- childhood craft) • Students will focus on the following: o Sequence and timing o Object, space and social demands o Body functions and structures o Performance skills
Module 13: **Activity and Occupational Analysis** **Grading and adapting**	Textbooks: • Thomas, H. (2012). *Occupation-based activity analysis*. Slack Incorporated. o Ch. 8, 9 • E-articles (posted in Canvas): • Kielhofner, G. (2009). Activity analysis: Using the conceptual foundations to understand the fit between persons and occupation. In G. Kielfhofner (4th ed.), Conceptual foundations of occupational therapy practice (pp. 300-310). Philadelphia, PA: F.A. Davis Company. • Kramer & Hinojosa (2000) Activity Synthesis in Hinojosa, J. & Blount, M. (Eds)(2000) *The Texture of Life: Purposeful Activities in OT*. Bethesda: AOTA	• In-class quiz

Lab: Grading and Adapting Lab **LEARNING OBJECTIVES** • **B.3.2., B.3.6.,**	• Discussion Prep: • When have you needed to adapt a task for yourself or someone else in order to support participation or make life easier? How did you figure out what adaptations were needed? Think about some of the OTPF3 categories - on what areas/domains did you focus your adaptation?	• Students will analyze 3-4 occupations/ADLs and grade and adapt each occupation based on the needs of the clients in the case study.
Module 14: **Technology and OT: Telehealth, Assistive Technology, Electronic Health Records**	Textbooks: • Sames Ch. 12 E-articles (posted in Canvas): • Jacobs, K., Cason, J., & McCullough, A. (2015). The Process for the Formulation of the International Telehealth Position Statement for Occupational Therapy. *International journal of telerehabilitation*, *7*(1), 21–32. doi:10.5195/ijt.2015.6163 • Cason, J. (2015). Telehealth and occupational therapy: Integral to the triple aim of health care reform. *American Journal of Occupational Therapy*, *69*(2), 6902090010p1-6902090010p8. • https://www.aota.org/Practice/Manage/telehealth.aspx • https://www.aota.org/About-Occupational-Therapy/Professionals/RDP/assistive-technology.aspx • https://evisit.com/state-telemedicine-policy/wisconsin/ • https://www.aota.org/Practice/Manage/Reimb/perform-template.aspx Discussion Prep: • Telehealth is emerging model of health care delivery that has potential for delivering faster, better, less expensive, and more convenient care. Discuss your thoughts about the benefits and potential challenges of providing OT services through the telehealth model. For	• In-class quiz

Lab: Electronic Heatlh Record Overview **LEARNING OBJECTIVES** • **B.4.15**	what populations would this be a good fit, for which clients would it not?	• Electronic Health Record Trial- EHRgo • Students will explore HER through interactive case study
Module 15: **Professional Development Plan Review, Exam Review and Course Evaluation** **Lab: N/A** **LEARNING OBJECTIVES** • **Students will reflect on the main concepts and themes they will remember**	Textbooks: • N/A E-articles (posted in Canvas): • Final Exam Review Discussion Prep: • Reflect on the top 3 ideas/concepts you learned and will remember from this class and why? What ideas/concepts do you want to learn more about and why?	• Students will be provided time to complete course evaluation • Students will review their PDP progress in small groups • Individually students will update their PDP • Students will be provided a final exam review sheet for review and will be provided time to ask questions
Module 16: Final Exam		