OCC THER 652: CLINICAL CONDITIONS II

In Workflow

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New Course Proposal

Date Submitted: Mon, 25 Nov 2019 19:04:41 GMT

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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

Summer 2021 (1216)

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

652

Is this course crosslisted?

No

Course Title

Clinical Conditions II

Transcript Title

Clinical Conditions II

Course Description

An in-depth look at the most common clinical diagnoses relevant to occupational therapy practice with a focus on pediatric and mental health practice settings.

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

1

Is this a topics course?

No

Repeatable

No

Does this course need a scheduled two-hour final exam for fall and spring offerings?

Yes

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 provide an in-depth look at the most common clinical diagnoses relevant to occupational therapy practice.

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 652 Clinical Conditions II 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	Recognize primary characteristics of various clinical and surgical conditions relative to occupational therapy practice om mental health and pediatric settings.	Graduate
2	Identify how different pediatric and mental health clinical conditions impact occupational performance.	Graduate
3	Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.	Graduate

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

Please upload a syllabus.
OT 652 Clinical Conditions 2 (1).pdf

Key: 13245

Occupational Therapy Program
DEPARTMENT OF KINESIOLOGY
UNIVERSITY OF WISCONSIN–MADISON

OCC THER 652
Clinical Conditions II
Summer II

1 Credit
Course is 1 credit and requires 45 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.

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

Meeting Time and Location: Course is online and uses synchronous and asynchronous discussion methods.

Instructional Mode: Online

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 online regularly to check messages and engage in synchronous and asynchronous 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

An in-depth look at the most common clinical diagnoses relevant to occupational therapy practice with a focus on pediatric and mental health practice settings.

Requisites: Declared in Entry Level Occupational Therapy Doctorate Program

LEARNING OUTCOMES

Upon course completion, the student will be able to:

1. *Recognize primary characteristics of various clinical and surgical conditions relative to occupational therapy practice in mental health and pediatric practice settings.*

2. *Identify how different pediatric and mental health clinical conditions impact occupational performance.*

3. *Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention. (B.3.7)*

ASSIGNMENTS

Assignment	Due Date	Percentage of Grade
Discussions	Bi-weekly	20%
Assignment One	End of Module 2	20%
Quiz One	End of Module 4	20%
Assignment Two	End of Module 7	20%
Quiz Two	End of Module 8	20%
Total		**100%**

Assignments are organized within eight modules and each module lasts approximately 2 weeks.

Discussions –

As an online course, 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 asynchronous 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 2 other comments/reactions/questions regarding the posts of colleagues that contribute to an interactive dialogue and discussion.

The above represents the minimum amount of participation to earn the allotted points. You are encouraged to participate to a greater extent according to the complexity of the topic and your interest in your colleagues' thoughts.

Rubric for Asynchronous Discussions

6pts	**Initial Post** **6 pts**- Outstanding Contributor -posted on-time, professional communication and appropriate references, integrates learning from course, thought provoking, invites further response. Introduces new content as applicable in addition to course content needed to support opinions and ideas presented. **4 pts** – Good Contributor - posted on-time, professional communication and appropriate references, integrates learning from course, thought provoking, invites further response. **3 pts**- Adequate Contributor – Posted on time. Contributions reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. **1 pt** – Unsatisfactory Contributor – Posts reflect inadequate preparation. Ideas are seldom substantive and provide few insights. Comments do not encourage further response.
4pts	**Response Posts to peers (at least two)** **4 pts**- Outstanding Contributor -posted on-time, professional communication and appropriate references, integrates learning from course, thought provoking, invites further response. Introduces new content as applicable in addition to course content needed to support opinions and ideas presented.

	3 pts – Good Contributor - posted on-time, professional communication and appropriate references, integrates learning from course, thought provoking, invites further response. **2 pts**- Adequate Contributor – Posted on time. Contributions in class reflect satisfactory preparation.
	Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. **1 pt** – Unsatisfactory Contributor – Posts reflect inadequate preparation. Ideas are seldom substantive and provide few insights. Comments do not encourage further response.

Assignment One (Title) – Client Safety Assessment in Pediatric and Mental Health Settings

The purpose of this assignment is to familiarize students with considerations of safety when intervening with clients. This assignment will especially focus on the physical safety of the therapist and clients. This exercise will highlight conflict resolution, de-escalation techniques, safe space development, and facility safety. Students will have the opportunity to recall and demonstrate clinical reasoning related to client physiological assessment, within a clinical case.

Learning outcomes addressed in this assignment include:

Recognize primary characteristics of various medical and surgical conditions relative to occupational therapy practice.

Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention. (B.3.7)

Quiz One (Title)– Primary Characteristics of Clinical and Surgical Conditions I

Through this assessment, students will:

Recognize primary characteristics of various clinical and surgical conditions relative to occupational therapy practice.

Assignment Two (Title)– Clinical Conditions and Occupational Performance

This assignment will allow students to identify how occupational performance is impacted by various clinical and surgical conditions. Students will have the opportunity to create an educational product highlighting a specific condition. The product will be designed for a specific audience, and the product will identify how occupational performance is impacted by the condition.

Learning outcomes addressed in this assignment include:

Identify how different clinical conditions impact occupational performance.

Quiz Two (Title) – Primary Characteristics of Clinical and Surgical Conditions II

Recognize primary characteristics of various clinical and surgical conditions relative to occupational therapy practice.

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 (Available Online)

- Brown, C., Stoffel, V.C., & Munoz, J.P. (2019). *Occupational therapy in mental health; A vision for participation* (2nd ed.). Philadelphia, PA: F.A. Davis

- Case-Smith, J., & O'Brien, J.C. (Eds.). (2015). *Occupational therapy for children and adolescents* (7th ed.). St. Louis, MO: Mosby-Elsevier.

Recommended Textbooks (Available Online)

- Atchison, B., & Dirette, D. P. (Eds.). (2017). *Conditions in occupational therapy: effect on occupational performance* (5th ed.). Philadelphia, PA: Wolters Kluwer.

- Cooper, C. (Ed.). (2014). *Fundamentals of hand therapy: clinical reasoning and treatment guidelines for common diagnoses of the upper extremity* (Second edition). St. Louis, Missouri: Elsevier Mosby.

- Pendleton, H. M., & Schultz-Krohn, W. (2018). *Pedretti's occupational therapy practice skills for physical dysfunction*. St. Louis, MO: Elsevier.

- Smith-Gabai, H. & Holm, S.E. (2017). *Occupational therapy in acute care.* Bethesda, MD: American Occupational Therapy Association, Inc.

- Reed, K. L. (2014). *Quick reference to occupational therapy* (3rd ed.). Austin, TX: Pro-Ed.

- Stedman. (2011) *Stedman's Medical Dictionary for the Health Professions and Nursing* (7th ed.). Baltimore, MD: Lippincott Williams & Wilkens.

Required Software

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

OTHER COURSE INFORMATION

- N/A

RULES, RIGHTS & RESPONSIBILITIES

- See the Guide's Rules, Rights and Responsibilities

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: **PRACTICE MODELS AND ADLUT MENTAL HEALTH** • **Discuss how clinical conditions, including mental health, are represented in the ICF, the PEO, and the OT Practice Framework** • **Recognize major characteristics and presentation of common adult mental health conditions**	Textbooks: • Atchison & Dirette, 2017, pp. 69-76 • Brown et. al., 2019, pp. 29-32, 169-177, 182-188, 197-204, 225-230 E-articles (posted in Canvas): • AOTA (2014). Occupational Therapy Practice Framework: Domain and Process (3rd Edition). *American Journal of Occupational Therapy*; 68(Supplement_1):S1-S48. Doi: 10.5014/ajot.2014.682006. • World Health Organization Geneva. (2002). *Towards a Common Language for Functioning, Disability and Health: ICF*. Retrieved from: https://www.who.int/classifications/icf/icfbeginnersguide.pdf?ua=1 Discussion Prep: • E-articles and textbook reading	• Asynchronous discussion topic: ICF, PEO, OT Practice Framework, and mental health • Explore CDC website and publications: https://www.cdc.gov/chronicdisease/resources/publications/aag.htm • Explore conflict resolution, de-escalation techniques, safe space development, and facility safety • NIH-National Institute of Mental Health-Anxiety disorders: https://www.nimh.nih.gov/health/topics/anxiety-disorders/index.shtml • Padlet: Clinical presentation of conditions
Module 2: **PEDIATRIC MENTAL HEALTH; SUBSTANCE ABUSE; ADDICTION; SUICIDE** • **Recall the primary characteristics of pediatric mental health, substance abuse, addition and suicide** • **Demonstrate clinical reasoning related to therapist and client safety within a clinical case**	Textbooks: • Brown et. al., 2019, pp. 154-159, 238-242, 385-399 E-articles (posted in Canvas): • Arbesman, M., Bazyk, S., & Nochajski, S. M. (2013). Systematic review of occupational therapy and mental health promotion, prevention, and intervention for children and youth. *American Journal of Occupational Therapy*, *67*, e120–e130. • Cogan, A. M. (2014). The issue is—supporting our military families: A case for a larger role for occupational therapy in prevention and mental health care. *American Journal of Occupational Therapy, 68,* 478-483. • Lane, S. J. & Bundy, A. C. (Eds.). (2012). Emotional and Behavioral Disorders . In *Kids can be kids: A childhood occupations approach* (pp. 507-524). Philadelphia, PA: F.A. Davis. Discussion Prep: • Review Textbook Readings	• Asynchronous discussion topic: Consider presentation and occupational impact of various conditions • Resource selection from National Institute of Mental Health: Suicide Prevention: https://www.nimh.nih.gov/health/publications/suicide-prevention-listing.shtml • **Assignment One DUE Sunday at 11:59 PM**
Module 3: **NEONATAL CONDITIONS AND PEDIATRIC GENETIC CONDITIONS** • **Recognize primary characteristics of common neonatal and pediatric genetic conditions** • **Identify occupational impact of various neonatal and pediatric conditions**	Textbooks: • Case-Smith & O'Brien, 2015, pp. 595-635, 832 (Brachial Plexus) E-articles (posted in Canvas): • Children's Hospital of Wisconsin-Genetic Disorders: https://chw.org/medical-care/fetal-concerns-center/conditions/infant-complications/genetic-disorders • Vergara, E., Anzalone, M., Bigsby, R., Gorga, D., Holloway, E., Hunter, J., ... & Strzyewski, S. (2006). Specialized knowledge and skills for occupational therapy practice in the neonatal intensive care unit. *The American Journal of Occupational Therapy*, *60*(6), 659. Discussion Prep Review Textbook Readings and E-Articles	• Padlet-Provide information about a pediatric genetic condition using the following webpage: https://ghr.nlm.nih.gov/ • Asynchronous discussion topic: Consider presentation and occupational impact of pediatric genetic conditions across the lifespan
Module 4: **CEREBRAL PALSY**	Textbooks: • Case-Smith & O'Brien, 2015, pp. 793-796 E-articles (posted in Canvas)	• Asynchronous discussion topic: CP through the lifespan • **QUIZ ONE (opens Friday at 12:00 AM and closes on Sunday at 11:59 PM)**

• **Recall primary characteristics of cerebral palsy (CP)** • **Consider occupational impact of CP across the lifespan**	• Lane, S. J. & Bundy, A. C. (Eds.). (2012). *Neuromotor Disorders. In Kids can be kids: A childhood occupations approach* (pp. 465-470). Philadelphia, PA: F.A. Davis. Discussion Prep: • Review Textbook Readings and E-articles	
Module 5: **NEURODEVELOPMENTAL CONDITIONS** • **Recall the primary characteristics of neurodevelopmental conditions** • **Recognize common characteristics related to the clinical presentation of neurodevelopmental conditions**	Textbooks • Case-Smith & O'Brien, 2015, pp. 321-325 E-articles (posted in Canvas): • Medline Plus: Intellectual Disability: https://medlineplus.gov/ency/article/001523.htm Discussion Prep: • Review Textbook Readings and E-article(s)	• Asynchronous discussion topic: Case Presentation of neurodevelopmental conditions
Module 6: **LEARNING NEEDS AND INTELLECTUAL DISABILITY** • **Recall the primary characteristics of various learning needs and intellectual disabilities** • **Recognize common characteristics related to the clinical presentation of learning needs and intellectual disabilities**	E-Articles: • Chapparo, C., & Lane, S. J. (2012) Learning Disabilities and intellectual disabilities: Why is this so hard for me: Ch. 28. In Lane, S. J., & Bundy, A. C. (Ed.), Kids can be kids (1st ed., pp. 525-548). Philadelphia: F.A. Davis Company. • Poulasen, A.A. (2011) Children with attention deficit hyperactivity disorder, developmental coordination disorder, and learning disabilities: Chapter 11 in Bazyk, S. (Ed.) Mental health promotion, prevention, and intervention with children and youth (1st ed., pp. 231-265). Bethesda: AOTA Press. Discussion Prep: • Review E-articles	• Asynchronous discussion topic: Intellectual disability and impact on occupation
Module 7: **AUTISM** • **Recall the primary characteristics of Dementia, Alzheimer's Disease, and Amyotrophic Lateral Sclerosis** • **Recognize the clinical presentation of Dementia, Alzheimer's Disease, and Amyotrophic Lateral Sclerosis**	Textbooks: • Case-Smith & O'Brien, 2015, pp. 766-792 E-articles (posted in Canvas): • Baranek, G.T., Little, L.M., Parham, D., Ausderau, K.K., & Sabatos-DeVito, M. (2014). Sensory features in autism spectrum disorders. In Volkmer, F. R., Paul, R., Klin, A., & Cohen, D.J. (Eds.), *Handbook of autism and pervasive developmental disorders: Diagnosis, development, neurobiology, and behavior* (5th ed.). New Jersey: Wiley. Discussion Prep: • Review E-article	• Asynchronous discussion topic: Case Presentation of Autism through the lifespan • **Assignment Two DUE Sunday at 11:59 PM**
Module 8: **LOW VISION AND BLINDNESS** • **Recall the primary characteristics of various conditions resulting in low vision and/or blindness**	Textbooks: • Case-Smith & O'Brien, 2015, pp. 747-758 E-articles (posted in Canvas): • Medline Plus: Vision Impairments and Blindness: https://medlineplus.gov/visionimpairmentandblindness.html Discussion Prep: • Review Text and E-articles	• Asynchronous discussion topic: Case Presentation of low vision in clients of all ages • Padlet: World sign languages • Explore: American Foundation for the blind: https://www.afb.org/blindness-and-low-vision/eye-conditions/low-vision-and-legal-blindness-terms-and-descriptions • **QUIZ TWO (opens Friday at 12:00 AM and closes on Sunday at 11:59 PM)**

- **Recognize clinical characteristics of working with client experiencing blindness and/or low vision**