OCC THER 712: PROFESSIONAL AND LEADERSHIP SKILLS 3: MANAGEMENT

In Workflow

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New Course Proposal

Date Submitted: Mon, 25 Nov 2019 19:52:36 GMT

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Changes proposed by: sgartland

Proposal contact information:

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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

712

Is this course crosslisted?

No

Course Title

Professional and Leadership Skills 3: Management

Transcript Title

Prof and Lead Skills 3: Mngmt

Course Description

Covers business and management aspects of occupational therapy practice, including leadership skills needed for administrative roles and interprofessional leadership in a variety of 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

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 cover the business and management aspects of 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 712 Professional and Leadership Skills 3: Management 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	Demonstrate knowledge of and evaluate the business aspects of practice including, but not limited to, the development of business plans, financial management, program evaluation models, and strategic planning.	Graduate
2	Demonstrate leadership skills in the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs and service delivery options, and formulation and management of staffing for effective service provision.	Graduate
3	Demonstrate leadership skills in the ability to design ongoing processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys) and develop program changes as needed to demonstrate quality of services and direct administrative changes.	Graduate

4	Demonstrate knowledge of personal and professional responsibilities related to: a) Liability issues under current models of service provision. b) Varied roles of the occupational therapist providing service on a contractual basis.	Graduate

Credit hour policy

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

Please upload a syllabus.

OT 712_syllabus Professional and Leadership Skills 3.pdf

Key: 13253

Occupational Therapy Program
DEPARTMENT OF KINESIOLOGY
UNIVERSITY OF WISCONSIN–MADISON

OCC THER 712
Professional and Leadership Skills 3: Management
Fall 3

2 Credits
Course is 2 credits and requires 90 hours of active learning. Students will spend 45 hours in class with the rest spent outside of class. 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: TBD

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

Covers business and management aspects of occupational therapy practice, including leadership skills needed for administrative roles and interprofessional leadership in a variety of settings.

Requisites: Declared in Entry Level Occupational Therapy Doctorate Program

LEARNING OUTCOMES

Upon course completion, the student will be able to:

1. *Demonstrate knowledge of and evaluate the business aspects of practice including, but not limited to, the development of business plans, financial management, program evaluation models, and strategic planning. (B.5.3)*
2. *Demonstrate leadership skills in the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs and service delivery options, and formulation and management of staffing for effective service provision. (B.5.6)*
3. *Demonstrate leadership skills in the ability to design ongoing processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys) and develop program changes as needed to demonstrate quality of services and direct administrative changes. (B.5.7)*
4. *Demonstrate knowledge of personal and professional responsibilities related to: a) Liability issues under current models of service provision. b) Varied roles of the occupational therapist providing service on a contractual basis. (B.7.5)*

ASSIGNMENTS

Assignment	Due Date	Percentage of Grade
Participation	Weekly	10%
Assignment I (Critique and Strategic Planning)	End of Module 2	20%
Mid-Semester Project Outline	End of Module 4	20%
Assignment II (QI)	End of Module 6	15%
Final Project-Business Plan	End of Module 8	35%
Total		**100%**

Participation (Weekly)—
Students will be required to complete weekly learning activities (via Canvas), in addition to participating in all in-class activities. Learning outcomes will include:

Demonstrate leadership skills in the ability to design ongoing processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys) and develop program changes as needed to demonstrate quality of services and direct administrative changes. (B.5.7)

Demonstrate knowledge of personal and professional responsibilities related to: a) Liability issues under current models of service provision. b) Varied roles of the occupational therapist providing service on a contractual basis. (B.7.5)

Assignment I (Critique of a Business Delivery Model) –

The purpose of this assignment is to familiarize students with the aspects of a business plan, financial management, marketing, and strategic planning. Students will be asked to select and critique characteristics such as: financial management, marketing, programmatic needs, service delivery options, staffing for effective service provision.

Learning outcomes include:

Demonstrate knowledge of and evaluate the business aspects of practice including, but not limited to, the development of business plans, financial management, program evaluation models, and strategic planning. (B.5.3)

Demonstrate leadership skills in the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs and service delivery options, and formulation and management of staffing for effective service provision. (B.5.6)

Mid-Semester Project–Outline of a Business Plan

Through this assignment, each student will develop an outline of a business plan. Students will complete various portions of the outline by incorporating previous course activities. Students will be expected to demonstrate a plan that includes, marketing, service delivery, programmatic needs (including financial management), and management of staffing.

Learning outcomes include:

Demonstrate knowledge of and evaluate the business aspects of practice including, but not limited to, the development of business plans, financial management, program evaluation models, and strategic planning. (B.5.3)

Demonstrate leadership skills in the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs and service delivery options, and formulation and management of staffing for effective service provision. (B.5.6)

Assignment II (Quality Management and Improvement)

The purpose of this assignment is to familiarize students with program evaluation. Students will be asked to examine models of strategic planning, quality improvement. Students will be asked to determine two models that could be utilized for their individual business plan, in addition to any additional aspects of program evaluation that their plan will include.

Learning outcomes addressed:

Demonstrate knowledge of and evaluate the business aspects of practice including, but not limited to, the development of business plans, financial management, program evaluation models, and strategic planning. (B.5.3)

Demonstrate leadership skills in the ability to design ongoing processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys) and develop program changes as needed to demonstrate quality of services and direct administrative changes. (B.5.7)

Final Project–Business Plan

Each student will finalize their business plan by expanding upon all portions of their Business Plan outline. All previous course activities and exercise will be incorporated into this final product.

Learning outcomes addressed:

Demonstrate knowledge of and evaluate the business aspects of practice including, but not limited to, the development of business plans, financial management, program evaluation models, and strategic planning. (B.5.3)

Demonstrate leadership skills in the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs and service delivery options, and formulation and management of staffing for effective service provision. (B.5.6)

Demonstrate leadership skills in the ability to design ongoing processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys) and develop program changes as needed to demonstrate quality of services and direct administrative changes. (B.5.7)

Demonstrate knowledge of personal and professional responsibilities related to: a) Liability issues under current models of service provision. b) Varied roles of the occupational therapist providing service on a contractual basis. (B.7.5)

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

- Braveman, B. (2016). Leading & managing occupational therapy services. Philadelphia, PA: F.A. Davis Company

Recommended Textbook

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Required Software

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

OTHER COURSE INFORMATION

- Provide any additional info *(identify honors, field trips, other special attributes or activities)*

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: **MODELS OF SERVICE DELIVERY** • **Recall how PEO connects to service delivery in healthcare** • **Identify personal leadership style and characteristics** • **Recognize models of service delivery in occupational therapy practice**	Textbooks: • Braveman, 2016, Ch.1 (1-12), 3, 6 E-articles (posted in Canvas): • Cruanes K. (2009, Nov 9). A student's guide to leadership development. *OT Practice, 14* (20): 16-9. • Phipps, S. (2015, August). Transformational and Visionary Leadership in Occupational Therapy Management and Administration. *OT Practice*, 20(15), CE1-7. • Stoffel, V. (2013). From Heartfelt Leadership to Compassionate Care (Inaugural Presidential Address). *American Journal of Occupational Therapy*, 67, 633-640.	• Pre-class Activity: PEO (relate to PEO and why class content is important) • In-class: Models of service delivery • Post-class Activity: Leadership style analysis
Module 2: **INTRODUCTION TO PROGRAM NEEDS; STRATEGIC PLANNING; MARKETING** • **Recognize program needs including staffing, financial management, marketing** • **Recall models of strategic planning**	Textbooks: • Braveman, 2016, Ch.11, 14 E-articles (posted in Canvas): • Sinclair, L. B., Fox, M. H. and Betts, D. R. (2013), A tool for enhancing strategic health planning: a modeled use of the International Classification of Functioning, Disability and Health. Int J Health Plann Mgmt, 28: 172-180. doi:10.1002/hpm.2125	• Pre-class Activity: UW Libraries Video-Entrepreneur's Guide on Launching a Business-UW-Libraries • In-class: Program Needs • Post-class Activity: Audience and Marketing • **Assignment I (Critique of Delivery Model) DUE by 11:59 PM Sunday)**
Module 3: **CONTINUE: PROGRAM NEEDS; STRATEGIC PLANNING; MARKETING** • **Discuss program needs regarding staffing, financial management, and marketing in an occupational therapy business model** • **Critique a design for strategic planning in a business model**	Textbooks: • Braveman, 2016, Ch. 9 E-articles (posted in Canvas): • Glennon, T.J. (2010). Starting a new professional venture: Financial considerations. *OT Practice, 15*, CE1-CE8.	• Pre-class: SWOT analysis (Lynda.com) • In-class: Program Needs and Strategic Planning • Post-class Activity: Critique a strategic plan
Module 4: **OUTLINE OF BUSINESS PLAN** • **Recognize the characteristics of a business plan outline** • **Determine mission, vision, and values of personal business plan**	Textbooks: • Braveman, 2016, pp. E-articles (posted in Canvas): • Welch, J. (2005). Mission and Values. In Welch, J, *Winning*. (pp. 13-24). New York, NY: Harper Collins.	• Pre-class Activity: Mission, vision, values of personal business plan • In-class: Business Plan Outlines • Post-class Activity: Identify and critique a model of a business plan (plan must include: financial needs, marketing, staffing, and strategic plan) • **Mid-Semester Project-Outline of a Business Plan (DUE by 11:59 PM Sunday)**

Module 5: **INTRO QUALITY MANAGEMENT AND IMPROVEMENT** • **Recognize characteristics of quality management and improvement in healthcare** • **Determine how occupational therapists engage in quality improvement**	Textbooks: • Braveman, 2016, Ch. 13 E-articles (posted in Canvas): • Healthcare quality: https://health.gov/hcq/about/hcq.asp	• Pre-class Activity: Explore models of quality management and improvement • In-class: Characteristics of quality management and improvement • Post-class Activity: Locate an article identifying quality improvement in a healthcare environment
Module 6: **CONTINUE QUALITY MANAGEMENT AND INTRO PROGRAM DEVELOPENT** • **Illustrate how quality improvement will be carried out within student's business plan** • **Recognize characteristics of various models of program evaluation** • **Discuss outcome studies analysis and client engagement surveys**	Textbooks: • Braveman, 2016, pp. 15 E-articles (posted in Canvas): • Ayanian, J., & Markel, H. (2016). Donabedian's lasting framework for health care quality. *New England Journal of Medicine*. 375. p. 205-207. DOI: 10.1056/NEJMp1605101.	• Pre-class Activity: Discuss characteristics of Donabedian's Framework for Health Care Quality (E-article) • In-class: Primary characteristics of program evaluation • Post-class Activity: Outcome analysis and client engagement surveys • **Assignment II (Quality Management and Improvement) DUE by 11:59 PM Sunday)**
Module 7: **PROGRAM EVALUATION** • **Illustrate how program evaluation is carried out within organizations**	E-articles (posted in Canvas): • Program Evaluation: https://www.ahrq.gov/research/findings/final-reports/ptmgmt/evaluation.html	• Pre-class Activity: Podcast: "How I Built This": https://www.npr.org/podcasts/510313/how-i-built-this • In-class: Critique a model of program evaluation • Post-class Activity: Program evaluation for personal business plan
Module 8: **FUTURE RESPONSIBILITIES AND LEADERSHIP** • **Demonstrate how leadership style fits, or is represented, within personal business model** • **Demonstrate how future responsibilities will be carried out within personal business model**	Textbooks: • Braveman, 2016, Ch. 7	• Pre-class Activity: Liability issues under current models of service provision (Varied roles of the occupational therapist providing service on a contractual basis) • In-class: Leadership and Future Responsibilities • Post-class Activity: Future responsibilities **FINAL Project- Business Plan (DUE by 11:59 PM Sunday)**