OCC THER 883: DOCTORAL EXPERIENTIAL COMPONENT

In Workflow

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New Course Proposal

Date Submitted: Mon, 25 Nov 2019 23:20:07 GMT

Viewing: OCC THER 883 : Doctoral Experiential Component

Last edit: Mon, 25 Nov 2019 23:20:06 GMT

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

883

Is this course crosslisted?

No

Course Title

Doctoral Experiential Component

Transcript Title

Doc Exp Component

Course Description

A 14-week advanced placement that provides students with an opportunity for applied experiences within their concentration area. The Doctoral Experiential Component is the final degree requirement for students pursuing their clinical doctorate in occupational therapy.

Enroll Info (usually None)

None

Requisites

Enrollment in Entry Level Occupational Therapy Doctorate

Grading Basis

Credit/NoCredit

Component Type

Field Studies section is scheduled

Credits

6

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 provide an introduction into theory development in 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 883 Doctoral Experiential Component 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	1. Demonstrate advanced synthesis of knowledge gained in a chosen area including research, policy, leadership, administration, entrepreneurshp, program development or advocacy through successful achieving of individually customized learning goals.	Graduate
2	Model professional and leadership skills needed to work with multiple stakeholders successfully	Graduate
3	3. Effectively communicate with others in a professional setting: a. Interact effectively with clients, colleagues, other professionals, and community members from diverse cultural and ethnic backgrounds on a one-on-one basis and within the context of groups. b. Communicate effectively with varied audiences for varied purposes	Graduate
4	Complete a Capstone Project connected to the DEC site which meets both the site needs as well as the student learning goals	Graduate

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

Please upload a syllabus.
OT883 DoctoralExperientialCapstone.pdf

Key: 13266

Occupational Therapy Program
DEPARTMENT OF KINESIOLOGY
UNIVERSITY OF WISCONSIN–MADISON

Occupational Therapy 883
Doctoral Experiential Component
Spring 3 Semester (14 weeks)

6 Credits
Course is 6 credits and requires a minimum of 270 hours of active learning under the supervision of a faculty advisor and community health leader in an approved practice setting in the community.

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

Meeting Time and Location: Varies based on student's clinical placement.

Instructional Mode: Active learning in clinical setting with minimal online requirements.

Course Designations and Attributes
Graduate course for Entry Level OTD degree

INSTRUCTOR

To be hired, OTD, OTR/L
Capstone Coordinator
Clinical Assistant Professor
xxxxxx
xxxxxx@wisc.edu

Office hours/Chat hours: By Appointment

Course instructor is available to support student (and student's clinical supervisor) via phone, email, and/or in-person (for those that are completing fieldwork locally).

OFFICIAL COURSE DESCRIPTION

A 14-week advanced placement that provides students with an opportunity for applied experiences within their concentration area. The Doctoral Experiential Component is the final degree requirement for students pursuing their clinical doctorate in occupational therapy.

Requisites: Graduate/professional standing

- Successful completion of two Level II fieldwork experiences
- Successful completion of all coursework in the OT Program curriculum.
- Complete required prep for the Capstone project including literature review, needs assessment, goals/objectives and an evaluation plan.
- Ensure that there is a signed memorandum of understanding from DEC site
- Proof of CPR certification through approved provider

Commented [JB1]: We used to say "Successful completion of all occupational therapy didactic coursework"- should I list out the courses they need to pass before taking fieldwork?

- Proof of current health insurance coverage; must extend through all fieldwork and Capstone experiences
- Completion of criminal background check
- Completion of all "onboarding" requirements dictated by Capstonesite (eg. Immunizations, flu shot)

GRADING

This course is graded Credit/No-Credit. Students must receive a passing score on all course assignments in order to pass this course.

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

There are no required textbooks for this course. Students may have required readings provided by their assigned fieldwork site. This information would be provided by the site prior to student's arrival.

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/

LEARNING OUTCOMES

Following completion of OTD Doctoral Experiential Component,, the student will be able to:

1. Demonstrate advanced synthesis of knowledge gained in a chosen area including research, policy, leadership, administration, entrepreneurshp, program development or advocacy through successful achieving of individually customized learning goals.
2. Model professional skills needed to work with multiple stakeholders successfully
3. Effectively communicate with others in a professional setting:
   a. Interact effectively with clients, colleagues, other professionals, and community members from diverse cultural and ethnic backgrounds on a one-on-one basis and within the context of groups.
   b. Communicate effectively with varied audiences for varied purposes
4. Complete a Capstone Project connected to the DEC site which meets both the site needs as well as the student learning goals.

ASSIGNMENTS

Assignment	Due Date	
Canvas Group Discussions	Bi-weekly	10%
Weekly Journal Reflections and Time record	Last Day of FW	30%
Doctoral Experiential Capstone Performance Evaluation	Last Day of FW	60%
Total		**100%**

Students must complete and receive credit for all discussion posts and assignments in order to complete fieldwork and pass this course.

Group Discussion –

Students will be assigned to a small group discussion that they will access through the course Canvas page. A prompt will be provided each week. Students are required to post one initial discussion post as well as one response to a peer. These discussion posts are a useful tool to remain connected with your classmates that are completing fieldwork in similar settings, and a primary means by which the academic fieldwork coordinator will monitor progress. Thoughtful and thorough completion of weekly discussion posts is required to pass this course.

Weekly discussion topics are as follows:

1. Share your established DEC learning goals with your group. What will you do in this first few weeks to facilitate meeting those goals? What advice are you seeking from your peers ?
2. What are you observing about the culture of your setting? What feels most familiar or different to your personal cultural lens as well as the culture of Occupational Therapy? How will it impact your success in this setting? How might your peers support you?
3. What knowledge gaps are you starting to experience as you spend time in your site and work towards your project? Where will you go to learn more?
4. What barriers are you experiencing as you work on your Capstone project in this site? What possible solutions are there to address these barriers?
5. Describe how Occupational Therapy is viewed in your DEC site. How do you feel about the level of understanding or current role of OT? How will you expand that role for the future?
6. What ways can your experience for this DEC be part of your future career? What are some next steps you might take to weave in this advanced knowledge into your professional development plan?
7. As your time winds down on-site, what do you wish you had done differently? Where did you experience conflict or even failure and what did you learn from that?

Rubric for Asynchronous Discussions

Point Value	Grading Criteria
4	**Posts**—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.
4	**Responses to Peers**—Responds to at least 2 postings with substantive, reflective content by the deadline. Shows respectful responsiveness to peers, introducing new ideas or perspectives that enhance overall learning.
2	**Further Discussion**—Continues interaction by responding peers' response posts in a timely, thoughtful, and scholarly manner.
Total for each module: 10 points	

Weekly Journal Reflections and Time record–
Students will complete a weekly journal post on-line documenting time spent on and off site as well as reflections on progress made towards personalized learning goals which were developed prior to this DEC semester. Final Journal post will incorporate feedback from DEC Performance Evaluation and be reflective of future professional development goals post graduation.

DEC Performance Evaluation –
Students and site mentors are required to complete this form at midterm (Week 6) and at final (Week 12-14). Students are required to meet with their mentors to require their feedback, obtain signatures, and upload this document to Canvas by the last day of DEC. Students must receive a passing score from their site mentor.

Assignment Submission

All assignments will be submitted on our class Canvas webpage.