OCC THER 733: PROMOTING HEALTH AND WELLNESS FOR POPULATIONS

In Workflow

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New Course Proposal

Date Submitted: Mon, 25 Nov 2019 19:33:33 GMT

Viewing: OCC THER 733 : Promoting Health and Wellness for Populations

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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

733

Is this course crosslisted?

No

Course Title

Promoting Health and Wellness for Populations

Transcript Title

Promo Hlth Wellness for Popul

Course Description

Explores population-based intervention for occupational justice, health and wellness. Provides a basic set of competencies in the domains central to the field of public health including systems thinking, social determinants of health, and health care reform policy.

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 explore population-based intervention for occupational justice, health and wellness.

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 733 Promoting Health and Wellness for Populations 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	Describe a systems thinking approach to guide occupational therapy's contribution to public health	Graduate
2	Explain the relationship between social determinants of health and health equity/inequity	Graduate
3	Identify public health concerns relevant to occupational therapy practice	Graduate
4	Investigate how your own health has been shaped by social determinants of health across the lifespan	Graduate
5	Synthesize evidence-based information using a systems thinking approach to support policy and program development and/or evaluation	Graduate

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

Please upload a syllabus.
_OT 733 syllabus Promoting Health and Wellness in Populations.pdf

Key: 13248

Occupational Therapy Program
DEPARTMENT OF KINESIOLOGY
UNIVERSITY OF WISCONSIN–MADISON

OCC THER 733
Promoting Health and Wellness for Populations
Summer 2

2 Credits
Course is 2 credits and requires 90 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:
TBD

Instructional Mode: Online

Course Designations and Attributes
Graduate course for Entry Level OTD degree

Institution Name: University of Wisconsin-Madison

INSTRUCTOR

Beth Fields, PhD, OTR/L
Assistant Professor
608-263-7295
befields2@wisc.edu

Office hours/Chat hours: By Email 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

Explores population-based intervention for occupational justice, health and wellness. Provides a basic set of competencies in the domains central to the field of public health including systems thinking, social determinants of health, and health care reform policy.

Requisites: Declared in Entry Level Occupational Therapy Doctorate Program

LEARNING OUTCOMES

Upon course completion, the student will be able to:

1. Describe a systems thinking approach to guide occupational therapy's contribution to public health (B.4.25);
2. Explain the relationship between social determinants of health and health equity/inequity (B.1.3);
3. Identify public health concerns relevant to occupational therapy practice (B.5.1);
4. Investigate how your own health has been shaped by social determinants of health across the lifespan (B.1.3);
5. Synthesize evidence-based information using a systems thinking approach to support policy and program development and/or evaluation (B.5.1; B.5.2; B.4.21).

ASSIGNMENTS

Assignment	LEARNING OUTCOME AND STANDARD ADDRESSED	Due Date	Percentage of Grade
Small Group Discussion Facilitation and Peer Review	All Learning Outcomes and Standards from Above	Weeks 5-8	15%
Topic Reflections	Learning Outcome # 2 and 4; (B.1.3)	Weeks 2,4, and 9	10%
Policy Brief	Learning Outcome #1 and 3; (B.4.25; B.5.1)	Week 4	30%
Final Group Project Proposal	Learning Outcome #5; (B.5.1; B.5.2; B.4.21)	Week 10	40%
Participation			
Class Attendance and Engagement	All Learning Outcomes and Standards from Above	Ongoing	5%
Total			**100%**

Group Discussion –

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 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.

- **Small Group Discussion Facilitation and Peer Review**: Students will sign up to co-lead a discussion for one session of the course. As discussion co-leads, you will be responsible for generating a 1-page written summary of the readings and three discussion generating questions or activities that tie the readings together and to the major themes of the class. You will share this document online with your group the day before discussion opens online and use the following for guidance as discussion lead:
    - Use the learning outcomes listed in this syllabus for guidance.
    - Respectfully ensure that all of your tablemates have a chance to contribute their perspectives. Group members will provide feedback. This feedback will be shared with the group leader but will not be part of the grade.
- **Topic Reflections**: Students will develop three (3) written self-reflective assessments regarding some of the concepts they are learning about in the assigned course readings. Each reflection will be 1-2 pages in length. Topics will include place matters, structural racism, and healthy living.
- **Policy Brief:** Student will select and examine one policy issue in the context of occupational therapy practice. The brief will be no more than 2 pages in length. See this link for additional information on policy briefs: https://writingcenter.unc.edu/tips-and-tools/policy-briefs/
- **Final Group Project Proposal:** Using a systems thinking approach and the County Health Rankings Model as a framework, and working in groups of 4-5 students (groups pre-assigned), develop a community-based project proposal to submit for the Wisconsin Idea Fellowship (WIF). Each proposal will be will be 5-6 pages in length. See this link for additional information on the WIF application: https://morgridge.wisc.edu/students/wisconsin-idea-fellowships/
  The Writing Center provides helpful information on developing grant proposals: https://writing.wisc.edu/handbook/assignments/

Format Guidelines

1. Use APA style guidelines (6TH ed) for all writing assignments unless directed otherwise. This

includes, but not limited to, headings, page numbers, citing in text, table format, and reference list.

2. All assignments must be typed in 12-point Times New Roman or comparable size font and double-spaced.
3. Use 1-inch margin on all sides.
4. Insert page numbers for all assignments that are longer than 1 page.
5. You must review and carefully proofread your written assignments –spelling, grammatical and punctuation errors can significantly lower your grade. Students are strongly encouraged to visit the Writing Center for assistance in completing written assignments. (https://writing.wisc.edu/)
6. All assignments must be written professionally using appropriate content organization.
7. When submitting assignments, please use the following convention for file name:

YourID#_BriefTitleOfAssignment_Date.doc(x)
Brief Titles for each assignment are noted in italics and bold below.
For example: **ID#_PolicyBrief_091216.docx**

Assignment Submission:

Assignments are meant to help students understand and apply course content to future occupational therapy practice. Each assignment should be uploaded to Canvas AND a hard copy should be brought to class on the day it is due**.** Instructor and/or teaching assistant will provide students with feedback and a grade for assignments. Each assignment must be electronically deposited in the appropriate Canvas Box by the due date and the set time. Late assignments will have 10 percent subtracted from the grade for each day of delinquency and will not be accepted after 3 days.

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

- Schneider, M.J. (2017). *Introduction to public health (5th ed.).* Burlington, MA: Jones & Bartlett Learning.
- https://www.countyhealthrankings.org/county-health-rankings-model
- https://health-policy-systems.biomedcentral.com/articles/10.1186/1478-4505-12-51
- https://www.rwjf.org/en/our-focus-areas/topics/social-determinants-of-health.html

Recommended Textbook

-

Required Software

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

OTHER COURSE INFORMATION

- The class will use in-person and on-line lectures, interactive exercises, and small group discussions. Students are expected to read the assigned readings before coming to class, and extract the main discussion points from the reading materials.

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 [NEED LINK]

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

Weekly Objectives/Topics	Readings and Supplemental Resources	Unless otherwise stated assignments are due prior to class starting
Week 1 Objectives: Identify course expectations and assignments. Define public health. Identify key components of a systems thinking approach. Identify different social determinants of health. Describe how different social determinants of health can impact (positively and negatively) occupational therapy practice.		
Week 1: **Overview of Social Determinants of Health** Class and Syllabus Overview What is Public Health? What is a Systems Thinking Approach?	Chapter 1 (pgs. 1-13) https://www.countyhealthrankings.org/county-health-rankings-model https://health-policy-systems.biomedcentral.com/articles/10.1186/1478-4505-12-51 Centers for Disease Control and Prevention: https://www.cdc.gov/socialdeterminants/index.htm https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health	**ASSIGNMENTS DUE:** On-line reflection
Week 2 Objectives: Understand the importance of policy briefs. Be able to identify and apply social determinants of health to occupational therapy research and/or practice. Critically examine examples of policy briefs.		
Week 2: Guest Lecturer: Application of Social	TBD Readings from Guest Speaker Examples of Policy Briefs from Health Affairs	**ASSIGNMENTS DUE:** On-line reflection

Determinants of Health to Research/Practice Review Policy Brief		

Week 3 Objectives:
Identify different types of medical care and challenges for public health.

Week 4: (On-line) Medical Care and Public Health	Watch Video from Urban Institute Chapter 26 (pgs. 417-427) Chapter 27 (pgs. 431 to 442)	**ASSIGNMENTS DUE:** Policy Brief On-line reflection

Week 4 Objectives:
Describe guidelines for providing peer review.
Using supplied articles, critically examine and discuss current issues related to social factors and individual health.
Using supplied articles, critically examine and discuss current issues related to place.

Week 4:	Robert Wood Johnson Foundation Issue 1: The Role of Social Factors Robert Wood Johnson Foundation Issue 6: Race, Socioeconomic Factors and Health Robert Wood Johnson Foundation Issue 8: Neighborhoods and Health Robert Wood Johnson Foundation Issue 9: Workplaces and Health	**ASSIGNMENTS DUE:** Peer Review of Student-lead Discussion

Week 5 Objectives:
Using supplied articles, critically examine and discuss current issues related to health and well-being.

Week 5: (In-person)	Robert Wood Johnson Foundation Issue 3: Stress and Health Health-Related Quality of Life & Well-being	**ASSIGNMENTS DUE:** Peer Review of Student-lead Discussion

Week 6 Objectives: Using supplied articles, critically examine and discuss current issues related to pediatric care.		
Week 6: (In-person) **Guest Speaker, (Dipesh Navsaria)**	Robert Wood Johnson Foundation Issue 2: Early Childhood Experiences TBD Readings from Guest Speaker	**ASSIGNMENTS DUE:** Peer Review of Student-lead Discussion
Week 7 Objectives: Recognize the role occupational therapy plays in the public health sector. Apply a healthy policy and systems thinking lens to occupational therapy research and practice.		
Week 7: **Guest Lecturer (Barbara L. Kornblau): Occupational Therapist working in Public Health Sector**	TBD Readings from Guest Speaker Health Policy and Occupational Therapy Perspective	**ASSIGNMENTS DUE:** On-line Reflection
Week 18 Objectives: Synthesize how contextual factors; current policy issues; and socioeconomic, and health factors on the impact of occupational therapy services for local and global communities.		
Week 10: (Online--FINAL)	Chapter 31 (pgs. 513-524	**ASSIGNMENTS DUE:** Final Group Project