OCC THER 822: CASE SYNTHESIS 2

In Workflow

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New Course Proposal

Date Submitted: Tue, 26 Nov 2019 22:15:19 GMT

Viewing: OCC THER 822 : Case Synthesis 2

Last edit: Tue, 26 Nov 2019 22:15:18 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

822

Is this course crosslisted?

No

Course Title

Case Synthesis 2

Transcript Title

Case Synthesis 2

Course Description

Facilitate learning for peers around cases. Develop a learning case based on fieldwork experience. Synthesize learning from previous coursework with an emphasis on advocacy and population health and apply to cases in a comprehensive way using problem-based learning strategies with an assigned learning group.

Enroll Info (usually None)

None

Requisites

Declared in Entry Level Occupational Therapy Doctorate Program

Grading Basis

A/F

Component Type

Seminar 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 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 822 Case Synthesis 2 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	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
2	Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills	Graduate
3	Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention.	Graduate
4	Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention.	Graduate

5	Design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance	Graduate
6	Develop a plan for discharge from occupational therapy services in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment.	Graduate
7	Apply teaching methods to facilitation of group case-based learning process	Graduate
8	Identify opportunities for advocacy and population health interventions based on individual level cases.	Graduate

Credit hour policy

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

Please upload a syllabus.

OccTher 822Case Synthesis 2.pdf

Key: 13271

Occupational Therapy Program
DEPARTMENT OF KINESIOLOGY
UNIVERSITY OF WISCONSIN–MADISON

OCC THER 822
Case Synthesis 2
Fall 2

2 Credits
Course is 2 credit and requires 90 hours of active learning. 4 hours per week for 8 weeks for a total of 32 hours will be face to face in class as a group. In this course students will engage in reading, lectures, learning activities, 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: Hybrid

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

Facilitate learning for peers around cases. Develop a learning case based on fieldwork experience. Synthesize learning from previous coursework with an emphasis on advocacy and population health and apply to cases in a

comprehensive way using problem-based learning strategies with an assigned learning group.

Requisites: Declared in Entry Level Occupational Therapy Doctorate Program

LEARNING OUTCOMES

Upon course completion, the student will be able to:

1. *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)***
2. *Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills. (**B.4.2**)*
3. *Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention. (**B.4.3)***
4. *Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention. (**B.4.22)***
5. *Design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance. (B.4.9)*
6. *Develop a plan for discharge from occupational therapy services in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment. (B.4.28)*
7. *Apply teaching methods to facilitation of group case-based learning process*
8. *Identify opportunities for advocacy and population health interventions based on individual level cases.*

ASSIGNMENTS

Assignment	Due Date	Percentage of Grade
Discussions	Weekly	10%
Case 1	End of Module 3	10%
Facilitation Experience	At least one Module	20%
Case 2	End of Module 5	25%
Case 3	End of Module 8	25%
Final Reflection	Finals week	20%
Total		**100%**

Assignments are organized within eight modules and each module lasts approximately 1 week.

Group Discussion –

Discussions will occur in small group sessions each week with faciitation by third year OTD students as well as through asynchronous forums in the Canvas LMS.

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

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	

Case One –

The purpose of this assignment is to familiarize students with the Problem Based Learning Process as well as apply it to an initial clinical case. The first case will be an adult with a Spinal Cord Injury. In small groups students will state what is relevant in the case, identify knowledge gaps, define the main barriers to participation in occupations, research the knowledge, investigate solutions, present and support the chosen intervention plan.Third year student will additionally look at opportunities the case provides for advocacy, care-giver support, and population health applications. Students receive a group grade based on documents produced and uploaded each week after group discussion.

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Learning outcomes addressed in this assignment include 1-5.

Case Two –

The purpose of this assignment is to use the Problem Based Learning Process to create a proposed case based on recent clinical experiences and lead a group of peers through the learning experience. The case will be decided on by third year OTD students who have just returned from Level 2 Field Work. In small groups students will help group state what is relevant in the case, identify knowledge gaps, define the main barriers to participation in occupations, research the knowledge, investigate solutions, present and support the chosen intervention plan.
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Learning outcomes addressed in this assignment include 1-5.

Case Three –

The purpose of this assignment is to use the Problem Based Learning Process to learn from a clinical case. This case will be a pediatric case. In small groups students will state what is relevant in the case, identify knowledge gaps, define the main barriers to participation in occupations, research the knowledge, investigate solutions, present and support the chosen intervention plan. Additionally aspects of discharge will be discussed. Third year student will additionally look at opportunities the case provides for advocacy, care-giver support, and population health applications Students receive a group grade based on documents produced and uploaded each week after group discussion.

Learning outcomes addressed in this assignment include 1-6.

Final Course Reflection–

Each student will create a 2-3 page reflection paper on individual learning achieved during this course. This will include self assessment of knowledge gaps discovered in intervention skills and clinical reasoning process, group dynamics and personal role as a facilitator/leader.

Learning outcomes addressed in this assignment include 1-8

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

- Pendleton, H. M., Schultz-Krohn, W. (2018). Pedretti's Occupational Therapy Practice Skills for Physical Dysfunction (8thed.)Philadelphia: Mosby Elsevier.

Available free online in e-book format here.

- Case-Smith, J., & O'Brien, J. C. (Eds.). (2014). Occupational therapy for children and adolescents (7th ed.). St. Louis: Mosby

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: **Intro to Problem Based Learning and Case One** • **Become familiar with Problem Based Learning approach** • **Apply PBL principles to initial case** • **Use knowledge gained in previous coursework to inform clinical reasoning process for a specific case.**	Textbooks: Pedretti Ch. 3, 22,36 E-articles (posted in Canvas): • Effects of Problem-Based Learning on Clinical Reasoning in Occupational TherapyAmerican Journal of Occupational Therapy, May/June 2004, Vol. 58, 333-336. https://doi.org/10.5014/ajot.58.3.333 Discussion Prep: • Review content from OCC THER 722, 814, 811 relevant to practice in Spinal Cord Injury, teaching, and leadership	• Lecture on Problem based learning approach, review of process • Small group case discussion- read, identify knowledge gaps, assign research • Each student to sign up for week to facilitate learning • Complete research and post online before next meeting in Module 2
Module 2: **Case 1 continued** • **Create intervention plan for a specific case** • **Work cooperatively with a peer group to make a consensus recommendation**	Textbooks: • Pedretti Ch. 3, 22,36 E-articles (posted in Canvas): • Researched and shared by students on assigned topics which they generate from discussion Discussion Prep: • Read peers posts prior to class	• Small group case discussion- review last week case, read additional content, Come to consensus on recommendations and next steps. • Post online before next meeting synchronous class meeting • Turn in case 2 proposal and group to select which one to use for Case 2 learning.
Module 3: **Case 2** • **Apply PBL principles to a real life case with a strong Mental Health or Psychosocial component** • **Use knowledge gained in previous coursework to inform clinical reasoning process for a specific case.**	Textbooks: • Pedretti Ch. 5,6, 8 E-articles (posted in Canvas): • As assigned specific to case Discussion Prep: • Review content from OCC THER 724 relevant to OT practice in Mental Health	• Small group case discussion- read, identify knowledge gaps, assign research • Complete research and post online before next meeting • Group process reflection
Module 4: **Case 2 continued** • **Create intervention plan for a specific case** • **Work cooperatively with a peer group to make a consensus recommendation**	Textbooks: • Case-Smith ch 11 Other readings as assigned	• Small group case discussion- review last week case, read additional content, Come to consensus on recommendations and next steps. • Post online before next meeting synchronous class meeting
Module 5: **Case 2 Continued**	Textbooks: Case- Smith Ch. 22 • Other readings as assigned	• Review new information about case • Create next steps for intervention • Create documentation sample

• **Apply documentation skills learned to a specific case** • **Discuss clinical reasoning process beyond initial treatment plan**		• Review actual documentation samples • Group process reflection
Module 6: **Case 3** • **Describe the impact of disability on childhood occupations**	Textbooks: • Case-Smith Ch. 3 E-articles (posted in Canvas): • TBD Discussion Prep: • Review content from OCC THER 725	• Small group case discussion- read, identify knowledge gaps, assign research • Complete research and post online before next meeting
Module 7: **Case 3 continued** • **Identify Family-Centered goals in a specific case** • **Identify other professionals involved for a case and how OT might interface with them**	Textbooks: • Case-Smith Ch. 5 E-articles (posted in Canvas): • TBD Discussion Prep: • Read submissions posted by peers	• Small group case discussion- review last week case, read additional content, Come to consensus on recommendations and next steps. • Post online before next meeting synchronous class meeting
Module 8: **Case 3 continued and Course wrap up** • **Create a discharge plan and note for a pediatric case** • **Reflect on role in group tasks** •	Textbooks: • none E-articles (posted in Canvas): • TBD Discussion Prep: • Read submissions posted by peers	• Review new information about case • Create next steps for discharge plan • Create documentation sample – discharge note • Review actual documentation samples • Group process reflection • Turn in final reflection paper assignment.