OCC THER 650: ENABLING OCCUPATIONS: INTRODUCTION

In Workflow

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New Course Proposal

Date Submitted: Mon, 25 Nov 2019 18:48:11 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

650

Is this course crosslisted?

No

Course Title

Enabling Occupations: Introduction

Transcript Title

Enabling Occ: Intro

Course Description

Provides an introduction to theory development in occupational therapy, activity analysis, functional mobility and one model of occupational therapy practice. Application of knowledge of gross human anatomy to assess movement in the context of occupation.

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

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 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 650 Enabling Occupations: Introduction 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	Explain the process of theory development in occupational therapy and its desired impact and influence on society	Graduate
2	Provide recommendations and training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices	Graduate
3	Recall primary characteristics of the Person-Environment-Occupation (PEO) model of occupational therapy	Graduate
4	Discuss activity analysis in the context of personal occupations.	Graduate
5	Identify how various functional movements relate to occupational performance.	Graduate
6	Recall various anatomical structures and medical terminology.	Graduate

7	Demonstrate introductory assessment, including palpatory skills, related to anatomical movements and structures.	Graduate
8	Appreciate the physical body as a diverse, self-healing mechanism and value the power of physical contact as a tool for healing	Graduate

Credit hour policy

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

Please upload a syllabus.

OT 650 Intro to Enabling Occupations (1).pdf

Key: 13246

Occupational Therapy Program
DEPARTMENT OF KINESIOLOGY
UNIVERSITY OF WISCONSIN–MADISON

OCC THER 650
Enabling Occupations: Introduction
Summer 1

2 Credits
Course is 2 credits and requires 90 hours of active learning.In class time will be approximately 45 hours. In this course students will engage in reading, lectures, learning activities, quizzes, written assignments, and 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

Provides an introduction to theory development in occupational therapy, activity analysis, functional mobility and one model of occupational therapy practice. Application of knowledge of gross human anatomy to assess movement in the context of occupation.

Requisites: Declared in Entry Level Occupational Therapy Doctorate

LEARNING OUTCOMES

Upon course completion, the student will be able to:

1. *Explain the process of theory development in occupational therapy and its desired impact and influence on society (B.2.2.)*
2. *Provide recommendations and training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices (B.4.13)*
3. *Recall primary characteristics of the Person-Environment-Occupation (PEO) model of occupational therapy*
4. *Discuss activity analysis in the context of personal occupations.*
5. *Identify how various functional movements relate to occupational performance.*
6. *Recall various anatomical structures and medical terminology.*
7. *Demonstrate introductory assessment, including palpatory skills, related to anatomical movements and structures.*
8. *Appreciate the physical body as a diverse, self-healing mechanism and value the power of physical contact as a tool for healing*

ASSIGNMENTS

Assignment	Due Date	Percentage of Grade
Course Participation	Weekly	10%
Assignment 1	End of Module 2	20%
Skills Check 1	Module 5	10%
Skills Check 2	Module 6	20%
Skills Check 3	Module 8	20%
Final Course Assignment	End of Module 8	20%
Total		**100%**

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

Course Participation –

Weekly active course participation is required. *Active participation* means focusing on course content while in the classroom, attending to course exercises and assigned tasks, effectively utilizing resources, interacting with classmates, TA, and the instructor to maximize learning. Classroom activities focus on surface anatomy palpation, observational skills, positions of muscle stretch or elongation and muscle shortening, manual resisted contractions: isometric, concentric, eccentric, evaluation of muscle strength and joint range of motion, passive range of motion, and functional activity application. Pre and post-class exercises are also required.

Assignment One (Introduction to Activity Analysis) –

The purpose of this assignment is to familiarize students with the concept of activity analysis. Students will select one daily occupation, and identify at least five components of the occupation. Students will appropriately relate the activity components to functional movements of the human body. This will be written up as a 3-5 page analysis.

Learning outcomes addressed in this assignment include:
-*Identify how various functional movements relate to occupational performance.*
-*Discuss activity analysis in the context of personal occupations.*

Skills Check 1 –

Students will demonstrate accurate understanding of AROM, PROM, use of a goniometer, upper extremity landmarks and palpation.

Learning outcomes addressed in this assignment include:
-*Recall various anatomical structures and medical terminology.*
-*Demonstrate introductory assessment, including palpatory skills, related to anatomical movements and structures.*

Skills Check 2 –

This assignment will support student learning of evaluation techniques in Manual Muscle Testing.

Learning outcomes addressed in this assignment include:
-*Recall various anatomical structures and medical terminology.*
-*Demonstrate introductory assessment, including palpatory skills, related to anatomical movements and structures.*

Skills Check 3

Students must demonstrate learning of functional movement and mobility evaluation and intervention techniques including transfer training, wheelchair management and use of mobility devices

Learning outcomes addressed in this assignment include:
-*Recall various anatomical structures and medical terminology.*
-*Demonstrate introductory assessment, including palpatory skills, related to anatomical movements and structures.*
-*Provide recommendations and training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices (B.4.13)*

Final Course Assignment – Person-Environment-Occupation Case

Students will apply theoretical concepts learned throughout the course to a specific case, with an emphasis on the Person-Environment-Occupation Model of Practice and Activity Analysis.

Learning outcomes addressed in this assignment include:
-Recall primary characteristics of the Person-Environment-Occupation (PEO) model of occupational therapy
-Identify how various functional movements relate to occupational performance.

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*. St. Louis, MO: Elsevier.

- *Biel, Andrew. (2014). Trail guide to the body : a hands-on guide to locating muscles, bones and more.* Boulder, CO: Books of Discovery.

Required Software

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

OTHER COURSE INFORMATION

- N/A

RULES, RIGHTS & RESPONSIBILITIES

- Technology may be used to obtain information or utilize resources for classroom purposes only. Cell phone usage and all forms of social media are not allowed during class. Cell phones may be used for emergencies or during breaks.
- 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: **Introductions, Human Movement and Occupation** **Module Learning Objectives:** • **Build a strong, supportive, fun learning community** • **Identify and recall movements of the extremities** • **Demonstrate PROM and appropriate cuing of AROM** • **Identify functional activities pertaining to upper extremity joint motion** • **Introduce theory development in occupational therapy**	Textbooks: • Biel, 2014, pp. 19-33	• Introductions • Online Knowledge Check • Movement and Functional Activities • Facilitating Range of Motion • Functional Movement Grid Exercise
Module 2: **Palpation and Activity Analysis** **Module Learning Objectives:** • **Accurately identify anatomical structures via palpation and state the purpose of developing palpation skills for clinical occupational therapy practice** • **Gain confidence and competence using physical touch to assess diverse bodies** • **Identify functional activities pertaining to the head, neck and trunk** • **Identify how various functional movements relate to occupational performance** • **Discuss activity analysis in the context of personal occupations** • **Explain the process of theory development in occupational therapy and its desired impact and influence on society**	Textbooks: • Biel, 2014, pp. 5-8, 26, 47, 169, 176, 177, 198, 199-220	• Upper Extremity Landmarks exercise • Palpation Activity • Theory Development in OT Exercise • Assignment 1: Activity Analysis (due at end of module)

Module 3: **Goniometry and Upper Extremity Function: Shoulder & Elbow** **Module Learning Objectives:** • **Accurately identify anatomical structures via palpation** • **Perform goniometry to assess upper extremity joint range of motion on different bodies** • **Recall goniometry procedure and normal range of motion for a given joint of the upper extremity** • **Identify functional activities pertaining to motions of the wrist and hand** • **Accurately perform PROM on the wrist and hand**	Textbooks: • Pendleton & Schultz-Krohn, 2018, pp. 493-500	• Goniometry of the shoulder, elbow and forearm • Passive Range of Motion of the wrist and hand • Goniometry study sheet
Module 4: **Goniometry and Upper Extremity Function: Forearm, Wrist & Hand** **Module Learning Objectives:** • **Accurately identify anatomical structures via palpation** • **Perform goniometry to assess upper extremity joint range of motion at forearm wrist and hand** • **Identify functional activities of the forearm, wrist and hand**	Textbooks: • Pendleton & Schultz-Krohn, 2018, pp. 500-508	• Goniometry of the hand, wrist and forearm • Identify range of motion associated with various activities of daily living • Goniometry Grid Review Exercise
Module 5: **Goniometry and Palpation Skills Check** • **Demonstrate proficiency in goniometric assessment of range of motion of the upper extremity, including identifying appropriate placement of goniometer and average normal range of motion for each joint** • **Demonstrate proficiency in identifying structures of the trunk, neck and upper extremity via palpation** • **Recall various anatomical structures and medical terminology.** • **Demonstrate introductory assessment, including palpatory skills, related to anatomical movements and structures.**	Textbooks: • Biel, 2014, Palpation Trails (in-class)	• Skills Check 1: Goniometry Skills Check (in class) • Palpation Trails Exercise (Biel, 2014)

Module 6: **Manual Muscle Testing (MMT) of the Shoulder and Elbow** • **Explain the purpose and process of manual muscle testing as it relates to functional activities** • **Apply knowledge of anatomical structures and palpation skills to strength tests of the shoulder and elbow** • **Evaluate muscle strength and assign appropriate muscle grade given a strength scenario**	Textbooks: • Pendleton & Schultz-Krohn, 2018, pp. 521-522	• Skills Check 2 Muscle Grades Quiz (in class) • Overview of manual muscle testing (MMT) of the shoulder and elbow • MMT Student Teaching Exercise
Module 7: **Functional Muscle Movements and Manual Muscle Testing (MMT) of the Forearm, Wrist, and Hand** • **Demonstrate proficiency in manual muscle testing techniques for the forearm, wrist, and hand** • **Identify muscle function associated with various activities of daily living** • **Provide recommendations and training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices**	Textbooks: • Review Pendleton & Schultz-Krohn, 2018, pp. 521-522	• Student-Teach MMT Exercise • Enhancing Functional Mobility Exercise
Module 8: **Final Skills Check and Person-Environment-Occupation-Participation (PEO) model** • **Demonstrate proficiency in manual muscle testing of the upper extremity, including appropriate testing positions** • **Recall various anatomical structures and medical terminology.** • **Recall primary characteristics of the Person-Environment-Occupation (PEO) model of occupational therapy** • **Identify how various functional movements relate to occupational performance.**		• Skills Check 3 (in class) • Assignment: Final Course Assignment (Due at end of module)