

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Occupational Therapy/School of Health Sciences

Date 1/12/2021

Course No. or Level: OT 500 Title: Introduction to Occupation: Basic and Applied

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites OTD enrollment Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Dittling

Provost's Signature Peter King

Date of Implementation August 2024

Date of School/Department approval _____

Catalog description:

OT 101 Introduction to Occupations: Basic and Applied (3) This course will introduce foundational elements of occupational science and the professional standards, ethics, practice models, and settings in which occupational therapy may play a role for groups, individuals, or populations. American Occupational Therapy Association policies and documents, the history of the profession, and roles and responsibilities in various contexts will be addressed.

- Purpose:
1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
 2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

AOTA Membership: <http://www.aota.org/AboutAOTA/Membership.aspx>

Course Content: This course will introduce foundational elements of occupational science and the professional standards, ethics, practice models, and settings in which occupational therapy may play a role for groups, individuals, or populations. American Occupational Therapy Association policies and documents, the history of the profession, and roles and responsibilities in various contexts will be addressed.

| | |
|--|-------------------------------------|
| 10. Defend the importance of research, scholarly activities, and the continued development of a body of knowledge relevant to the profession of occupational therapy (ACOTE Standard B 8.1) | Exam |
| 11. Evaluate the potential impact of sociocultural, socioeconomic, diversity factors, and lifestyle choices in contemporary society on healthcare's ability to meet client needs. (ACOTE Standard B 1.2) | Exam |
| 12. Discriminate how both basic and applied research can support the process of theory development in occupational therapy. (ACOTE Standard B 2.2) | Exam Advocacy Document |
| 13. Advocate for the distinct nature of occupation to external audiences (consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public. (ACOTE Standard B 3.3) | Advocacy Document |
| 14. Evaluate ways in which contextual factors such as current policy issues, socioeconomic, political, geographic, and demographic factors impact the practice of occupational therapy. (ACOTE Standard B 5.1) | Exam Occupational Configurations |
| 15. Apply aspects of the <i>Occupational Therapy Code of Ethics</i> as a guide for ethical decision making in professional interactions and when confronted with personal and organizational ethical conflicts. (ACOTE Standard B 7.1) | Exam OT Role Summary |
| 16. Utilize expected style guides for writing that is grammatically correct, concise and supports beginning scholarship. | Advocacy Document |
| Program Learning Outcomes Related to Course Content | |
| Program Learning Outcomes 1 Have acquired, as a foundation for professional study, an understanding of human development as an occupational being, integrating content from liberal arts and sciences and occupational science | |

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Number: OT 500
Course Title: Introduction to Occupation: Basic and Applied
Semester: Fall 1
Level: Graduate
Credits: 3

Instructor: TBD
Phone: TBD
E-Mail: TBD
Office Hours: TBD

Laboratory Component: None

Course Prerequisites: OTD enrollment

COURSE DESCRIPTION:

This course will introduce foundational elements of occupational science and the professional standards, ethics, practice models and settings in which occupational therapy may play a role for groups, individuals or populations. American Occupational Therapy Association policies and documents, the history of the profession, and roles and responsibilities in various contexts will be addressed.

| Course Student Learning Outcomes | Evaluation Methods |
|--|---|
| 1. Construct communications that convey the nature of occupation as viewed by the discipline of occupational science and occupational therapy. (ACOTE Standard B 3.3, B 7.3) | Advocacy Document |
| 2. Analyze the occupational nature of human beings in consideration of the biological, psychological, social, cultural, ethical, and contextual aspects of behavior. (ACOTE Standard B1.2, B 3.4) | Exam Occupational Configuration I and II |
| 3. Appraise considerations for individuals at risk for social injustice, occupational deprivation and disparity in the receipt of services. | Exam Discussion Posts |

| | |
|---|---|
| 4. Interpret the Occupational Therapy Practice Framework: Domain and Process in reference to occupations of self and other. (ACOTE Standard B 3.4) | Exam Occupational Configuration I and II |
| 5. Compare and contrast how the construct of occupation has evolved and been evident throughout the profession's history and philosophical base in consideration of broader historical and sociopolitical contexts. (ACOTE Standard B 3.1, B 5.1) | Exam |
| 6. Demonstrate an understanding of the AOTA Occupational Therapy Standards of Practice as a guide for decision making. (ACOTE Standard B 7.1) | Exam |
| 7. Identify occupational needs through effective communication with communities, in a responsive and responsible manner that supports a team approach to the promotion of health and wellness. (ACOTE Standard B 4.23) | Advocacy Document |
| 8. Discuss how the role of a professional is enhanced by knowledge of and involvement in international, national, state, and local occupational therapy associations and related professional associations. (ACOTE Standard B 7.2) | Exam |
| 9. Justify the varied roles of the occupational therapist as a practitioner, educator, leader, advocate, researcher, consultant, and entrepreneur. | Exam OT Roles Summary |
| 10. Defend the importance of research, scholarly activities, and the continued development of a body of knowledge relevant to the profession of occupational therapy (ACOTE Standard B 8.1) | Exam |
| 11. Evaluate the potential impact of sociocultural, socioeconomic, diversity factors, and lifestyle choices in contemporary society on healthcare's ability to meet client needs. (ACOTE Standard B 1.2) | Exam |
| 12. Discriminate how both basic and applied research can support the process of theory development in occupational therapy. (ACOTE Standard B 2.2) | Exam Advocacy Document |
| 13. Advocate for the distinct nature of occupation to external audiences (consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public. (ACOTE Standard B 3.3) | Advocacy Document |

| | |
|---|-------------------------------------|
| 14. Evaluate ways in which contextual factors such as current policy issues, socioeconomic, political, geographic, and demographic factors impact the practice of occupational therapy. (ACOTE Standard B 5.1) | Exam Occupational Configurations |
| 15. Apply aspects of the <i>Occupational Therapy Code of Ethics</i> as a guide for ethical decision making in professional interactions and when confronted with personal and organizational ethical conflicts. (ACOTE Standard B 7.1) | Exam OT Role Summary |
| 16. Utilize expected style guides for writing that is grammatically correct, concise and supports beginning scholarship. | Advocacy Document |
| Program Learning Outcomes Related to Course Content | |
| Program Learning Outcomes 1 Have acquired, as a foundation for professional study, an understanding of human development as an occupational being, integrating content from liberal arts and sciences and occupational science | |

Required Textbooks:

Gillen, G., & Schell, B. A. (2019). *Willard and Spackman's occupational therapy*. Philadelphia: Wolters Kluwer.

Publication Manual of the American Psychological Association. (2020). Washington, DC
American Psychological Association

Required Articles:

Agner, J. (2020). Moving from cultural competence to cultural humility in occupational therapy: A paradigm shift. *American Journal of Occupational Therapy*, 74(4).
doi:10.5014/ajot.2020.038067

Clark, F. A., Parham, D., Carlson, M. E., Frank, G., Jackson, J., Pierce, D., . . . Zemke, R. (1991). Occupational science: Academic innovation in the service of occupational therapy's future. *American Journal of Occupational Therapy*, 45(4), 300-310.
doi:10.5014/ajot.45.4.300

Clark, F., Zemke, R., Frank, G., Parham, D., Neville-Jan, A., Hedricks, C., . . . Abreu, B. (1993). Dangers inherent in the partition of occupational therapy and occupational science. *American Journal of Occupational Therapy*, 47(2), 184-186.
doi:10.5014/ajot.47.2.184

Howard, B., & Kennell, B. (2018). Ethical concerns in OT/OTA education: Navigating Treacherous Waters. *OT Practice*. doi:10.7138/otp.2018.2311.f2

Lamb, A. J. (2019). Be bold: A call to action for occupational therapy. *American Journal of Occupational Therapy*, 73(6). doi:10.5014/ajot.2019.736001

Mosey, A. C. (1992). Partition of occupational science and occupational therapy. *American Journal of Occupational Therapy*, 46(9), 851-853. doi:10.5014/ajot.46.9.851

Mosey, A. C. (1993). Partition of occupational science and occupational therapy: Sorting out some issues. *American Journal of Occupational Therapy*, 47(8), 751-754. doi:10.5014/ajot.47.8.751

Other:

American Occupational Therapy Association (2020). *Occupational therapy practice framework: Domain and process 4th ed.*. Bethesda, MD: (electronic version can be downloaded for free from AOTA).

AOTA Membership: <http://www.aota.org/AboutAOTA/Membership.aspx>

Teaching Learning Strategies

Lecture, video analysis, case study, guided discussions, written assignments, response systems.

Classroom Grading Scale:

| Alphabetic | Raw Score |
|-------------------|------------------|
| A | 93-100 |
| B+ | 89-92 |
| B | 85-88 |
| C+ | 81-84 |
| C | 77-80 |
| F | 76 or below |

Rounding:

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent

| | |
|---|------------|
| Course Evaluation | |
| Methods | % |
| 3 exams @ 10% each | 30 |
| Occupational Configuration I and II Students will utilize the OT Practice Framework to complete Occupational Configuration I – on themselves - analyzing personal weekly time use according to the Occupational Therapy Practice Framework. Configuration I will begin in class and be out carried the following week. Find an individual who varies from yourself considerably in regards to age, gender, culture, or socioeconomic status, and instruct them how to document weekly activities. An graphic analysis of each individual configuration, as well as a written comparison of the two, should be presented in a 4 page paper to the instructor, as well as a 4 slide PPT to the discussion group the student is assigned to on Blackboard. For your own configuration, consider the time use statistics for college students by the Bureau of Labor and Statistics (https://www.bls.gov/tus/charts/students.htm). Each member of the discussion Group will review and comment on all of the configurations posted within their group. A form to conduct the Occupational Configuration will be provided by the instructor. | 20 |
| OT Roles Article/Resource Summary Students will find an article, or a professional resource, such as a document provided by AOTA, that describes one of the varied roles of the OT, as a practitioner, educator, leader, advocate, researcher, consultant, and entrepreneur. Provide a 1-2 page scholarly paper paraphrasing the key aspects of the article or document. Include a statement of an ethical situation that may be encountered in this role and what aspect of the AOTA of Code of Ethics it involves. Be prepared to discuss your article in class. | 10 |
| Basic and Applied Advocacy Document with Interprofessional Perspective The purpose of this assignment is to develop community awareness pieces (posters, blogs, community radio or TV announcement, etc.) that convey the unique purpose and contributions of occupational therapy. These should be developed from either a basic science (occupation in typical daily life) or applied (occupation as therapy) perspective. The community can encompass either the Francis Marion community or the broader community. The work should demonstrate the benefits of OT from the perspective of a particular group or population. Submit the advocacy piece in a 1-2 page document, as well as a separate 1-2 page paper describing the primary intent and rationale for your topic, considering epidemiological, sociocultural and demographic factors for your intended audience. A minimum of two supportive references should be utilized. Once your assignment is designed, share it with an individual from a related profession, asking “Can you describe for me how your profession might interpret and address this issue? Can you envision any opportunities for your profession and occupational therapy to collaborate in this area?” Responses to these questions will be shared in a peer discussion post. You should display your advocacy piece once it has been approved by the instructor and approved by the individual where it will be posted, as applicable. This assignment may be completed in teams of 2 students. | 20 |
| Final Exam | 20 |
| Total Points | 100 |

ACADEMIC INFORMATION

Attendance Policy:

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than fifteen percent (15%) of required sessions during accelerated semesters, a grade of "F" or "W" will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

Online participation is necessary for any courses offered online.

Test Taking Guidelines:

Before each quiz/test/exam students will:

- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic zero "0".
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

Written Paper Requirements:

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learn System unless instructed otherwise.

E-mail:

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states "please address this email in a professional manner." Each email should address one issue.

Social Networking Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and/or pictures about the FMU OT program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy:

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University's Title IX Coordinator (titleixcoordinator@fmarion.edu)

Student Responsibilities:

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, and the *University Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Americans with Disabilities Act (ADA):

If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center. Accommodations will be made with proper documentation from the University Counseling and Testing Center. The student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the student would like to use the accommodations. If at any time during the semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Grievance Procedure:

The Department of Occupational Therapy adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the OT program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*.

Guidelines for Faculty Appointments:

All faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible, the student may request the faculty to meet at another time.

Academic Dishonesty:

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying

of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Code of Ethics:

The School of Health Sciences subscribes to the “Code of Student Conduct” as defined in the “Students’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the OT profession.

HIPAA:

The Francis Marion University Occupational Therapy Program is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is important to remember to be compliant with the HIPPA rules in class as well as in clinic.

Definition of Unprofessional Behavior:

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior:

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences’ student towards another student, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic advisor. Student violations will warrant a warning for unprofessional behavior.

2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Department Chair and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

****All academic warnings are cumulative throughout the program.**

Computer Use:

Because computers are an essential learning tool, every student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)
- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable. All devices must have at least a 90-minute battery capacity when fully charged, since some classrooms do not provide individual electrical outlets for students. Personal handheld devices are recommended that can download eBooks for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

CONTENT INFORMATION

| Week | Content | Resources | |
|------|---|---|---------------------------------------|
| 1 | Review of Syllabus AOTA Membership and In Class Website Scavenger Hunt Activity | | |
| 2 | What is Occupation? Occupational Configuration 1 Activity | Willard and Spackman Chapter 1 | |
| 3 | History of OT in Context Timeline Activity | Willard and Spackman Chapter 2 http://www.otcentennial.org/video/history-of-occupational-therapy | |
| 4 | Professional Writing Plagiarism Tutorial and Paraphrasing Activity (OWL) | APA Publication Manual Sections 8.2-8.3. https://apastyle.apa.org/style-grammar-guidelines/citations/plagiarism | |
| 5 | The Philosophical Base of Occupational Therapy Basic and Applied Knowledge in OT Classification Systems: The OT Practice Framework, WHO, ICDF | Willard and Spackman Chapter 3, 4 and Chapter 6 <i>Occupational Science: Academic Innovation in the Service of Occupational Therapy's Future.</i> <i>Partition of Occupational Science and Occupational Therapy.</i> <i>Dangers Inherent in the Partition of Occupational Therapy and Occupational Science</i> <i>Partition of Occupational Science and Occupational Therapy: Sorting Out Some Issues.</i> | |
| 6 | BREAK | | |
| 7 | Exam 1 Group 1 Roles Summary | | Exam 1 Group 1 Roles Summary |
| 8 | Professional Associations and Advocacy Policy and Legislation Group 2 Roles Summary | Willard and Spackman Chapter 5 <i>Be Bold: A Call to Action for Occupational Therapy.</i> | |

| | | | |
|-----------|---|--|-----------------------------|
| 9 | Unique Contributions of Occupation on Health and Well-Being OT in Varied Roles and Practice Settings | Willard and Spackman Chapter 8 Past Conference Schedules accessed from AOTA website. https://www.aota.org/Conference-Events/PastConferences.aspx | Group 3 Roles Summary |
| 10 | Exam 2 Diversity and Culturally Effective Care | Willard and Spackman Chapter 19 <i>Improving Diversity and Inclusion Among OT Practitioners (Hint: It starts in OT school).</i> https://www.aota.org/Education-Careers/Students/Pulse/Archive/student-leadership-advocacy/Diversity-Inclusion.aspx | Group 4 Roles Summary |
| 11 | Sociopolitical and Economic Factors Impacting Occupational Deprivation and Justice | Willard and Spackman Chapter 20 | Advocacy Document Due |
| 12 | The AOTA Code of Ethics and Applications to Student and Emerging Professional Behaviors Communication and Teamwork | Willard and Spackman Chapter 36 and Chapter 39 <i>Ethical Concerns in OT/OTA Education: Navigating Treacherous Waters.</i> | |
| 13 | Exam 3 | | Exam 3 |
| 14 | Case Studies: In Class Experiences to Apply Course Concepts | Willard and Spackman, Chapter 1, p. 4 <i>Cooking Southern at College</i> Chapter 4, p. 57 <i>Examples of Clients and Settings</i> | |
| 15 | Reflections on Delivering the Advocacy Document | | |

Rubrics:

| OT Roles Article/Resource Summary | |
|--|-----|
| Name: | |
| Criteria | % |
| Key aspects of the original document are preserved in the summary. | 30 |
| Writing demonstrates student's understanding of the issue, incorporating both quotes and paraphrasing. | 40 |
| Incorporates ethics situation and relevant AOTA Ethics concepts. | 20 |
| Discussion in class is clear and informative. | 10 |
| TOTAL | 100 |
| | |

| Basic and Applied Advocacy Document Rubric | |
|---|----|
| Name: | |
| Criteria | % |
| Document clearly addresses a need or concern for the intended audience, considering epidemiological, sociocultural and/or demographic factors | 20 |
| Document incorporates unique purpose and contributions of OT | 20 |
| Document is professionally worded and constructed, considering a balance between professionalism and health literacy | 20 |
| Discussion Post provides confidential example of how another profession may alternatively view and address the issue. | 15 |
| Document is free of technical and grammatical errors | 10 |
| Document incorporates scholarly references that are cited appropriately. | 15 |
| Total | |
| Comments: | |

| Rubric for Occupational Configuration I and II | |
|--|-----|
| Name: | |
| Criteria | % |
| Documentation of configuration is provided graphically and thoroughly for self, utilizing components of the Practice Framework. | 20 |
| Self analysis is well written and insightful, incorporating course concepts. | 20 |
| Documentation of configuration is provided graphically and thoroughly for another, utilizing components of the Practice Framework. | 20 |
| Analysis for other is well written and insightful, incorporating course concepts. | 20 |
| PPT for discussion post clearly summarizes content of the 2 configurations | 10 |
| Student participation in discussion groups is timely, meaningful and professional. Comments are included for each peer in the group. | 10 |
| TOTAL | 100 |
| | |

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: Occupational Therapy/School of Health Sciences Date 1/12/2021

Course No. or Level: OT 501 Title: Human Development and Lifespan Occupations

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites _____ Co-Requisites _____

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Dittling

Provost's Signature Peter King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 201 Human Development and Lifespan Occupations (3) In this course, various approaches, including occupational science, will be used to frame the developmental process from birth to death. The role of occupations in impacting this developmental trajectory will be explored.

Purpose:

1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

Teaching method planned:

Teaching strategies will consist of voice-over lecture, audio-visual aids, discussions, group work, presentations, written assignments, tests, interviewing.

| | |
|---|-------------------------------------|
| 8. Apply therapeutic use of self, professional communication, documentation and observational skills to conduct interviews with individuals at various stages of the lifespan. | Developmental Profile I and II |
| 9. Apply the principles of the Occupational Therapy Code of Ethics and professional behaviors through observation and interview tasks. | Developmental Profile I and II |
| 10. Utilize principles of information literacy in identifying health promotion resources for specific populations of individuals. | Population Specific Wellness Manual |
| Program Student Learning Outcomes Related to This Course | |
| Program Outcome 2 Have acquired, as a foundation for professional study, an understanding of human development as an occupational being, integrating content from liberal arts and sciences and occupational science | |

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Human Development and Lifespan Occupations
Course Number: OT 501
Credit Hours: 3
Semester: Fall Year 1

Pre-requisites: None
Co-requisites: None

Course Coordinator: TBD

Office Number:

Office Phone:

E-mail:

Office hours:

Course Description: In this course, various approaches, including occupational science, will be used to frame the developmental process from birth to death. The role of occupations in impacting this developmental trajectory will be explored.

| Course Student Learning Objectives | Evaluation Methods |
|--|---|
| 1. Analyze the transactional nature of developmental processes and engagement in occupation from infancy through the lifespan. (ACOTE Standard B 1.1) | Exams |
| 2. Describe major contributions to an occupational therapy perspective from a variety of theorists from psychology and occupational science. (ACOTE Standard B 1.1) | Exams Developmental Profile I and II |
| 3. Apply dynamic systems perspectives to a variety of developmental trajectories, including the issue of continuity versus discontinuity in developmental change. | Exams |
| 4. Identify key milestones in the development of client factors in childhood, adolescence, adulthood and older adulthood (ie motor, sensory, cognitive, social-emotional) that may potentially disrupt engagement in occupation and quality of life. | Exams |

| | |
|---|--|
| 5. Analyze how development, lifestyle, and aging affect performance patterns, skills, and client factors within a variety of contexts and activity demands. (ACOTE Standard B 1.1) | Exams Developmental Profile I and II Population Specific Wellness Manual |
| 6. Discuss how the balance of areas of occupation known as work, education, ADL, IADL, play, leisure, and social participation shifts through the lifespan. | Exams Developmental Profile I and II |
| 7. Analyze how experiences throughout development, including the aging process, are impacted by gender, lifestyle choices, family, culture, and racial, economic and other health disparities. (ACOTE Standard B 1.2). | Exams Developmental Profile I and II |
| 8. Apply therapeutic use of self, professional communication, documentation and observational skills to conduct interviews with individuals at various stages of the lifespan. | Developmental Profile I and II |
| 9. Apply the principles of the Occupational Therapy Code of Ethics and professional behaviors through observation and interview tasks. | Developmental Profile I and II |
| 10. Utilize principles of information literacy in identifying health promotion resources for specific populations of individuals. | Population Specific Wellness Manual |
| Program Student Learning Outcomes Related to This Course | |
| Program Outcome 2 Have acquired, as a foundation for professional study, an understanding of human development as an occupational being, integrating content from liberal arts and sciences and occupational science | |

Teaching/Learning Strategies:

Teaching strategies will consist of voice-over lecture, audio-visual aids, discussions, group work, presentations, written assignments, tests, interviewing.

Required Textbooks:

Berger, K. S. (2017). *Developing person through the life span*. MacMillan Learning. ISBN 13: 978-1-319-06714-4

Parnell, T. A. (2015). *Health literacy in nursing: Providing person-centered care*. New York: Springer Publishing Company.

Required Articles:

Gutman, S. (2009) How to appraise research: Elements of sound applied design, *American Journal of Occupational Therapy*, 63, 2, 123-125

Holm, M. (2000). Our Mandate for the New Millennium: Evidence-Based Practice, 2000 Eleanor Clark Slagle Lecture by Margo Holm, PhD., OTR.L, FAOTA. *American Journal of Occupational Therapy*, 54, (6), pages 575-585.

Methods of Evaluation:

In order to progress in the OT program, the student must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog, current edition*).

Classroom Evaluation Methods:

| Assignments | Percent of Final Grade |
|--|-------------------------------|
| Developmental Interview and Profile 1 This assignment requires the student to complete an interview with an individual who differs from them demographically and in age. The interview will focus on a one year period in the individual's life, and may be done with interviewee's age 12 and older. Parental permission is required for individuals under the age of 18, and a signed consent form is required from all participants. The individuals chosen for DIP #1 and DIP #2 should come from different age categories (12-18), (19-30) (30-50), (51-70) (71+). Whatever category the individual is currently in, they may reflect on a one year period from any of the earlier categories. | 10 |
| Developmental Profile 2 | 15 |
| Exams (3@ 15% each) | 45 |
| Final Exam | 15 |
| Population Specific Wellness Manual Teams of 2-3 individuals may work together on this assignment. Teams will be assigned a specific population of individuals from a list provided by the instructor. The team should familiarize themselves with the needs, culture and unique nature of this population. The team will develop a Community Wellness Manual, which suggests resources and activities to promote quality of life and wellness for this population. The manual should be professionally and creatively designed, utilize principles of health literacy, incorporate evidence as applicable, be appropriately cited and contain approximately 20 pages of resources and activities. Potential populations will include, but not be limited to Homebound Elderly, Community Shelter Residents, Recent Retirees, Immigrants, Young Adults Aging out of Foster Care, Neurodiverse Adults, Latchkey Children, Workaholics, Single Parents, NAMI participants, Disabled Veterans, ESL Families, Individuals Displaced due to Disasters | 15 |

Classroom Grading Scale:

| Alphabetic | Raw Score |
|-------------------|------------------|
| A | 93-100 |
| B+ | 89-92 |
| B | 85-88 |
| C+ | 81-84 |
| C | 77-80 |
| F | 76 or below |

Rounding:

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

ACADEMIC INFORMATION**Attendance Policy:**

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than fifteen percent (15%) of required sessions during accelerated semesters, a grade of “F” or “W” will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

Online participation is necessary for any courses offered online.

Test Taking Guidelines:

Before each quiz/test/exam students will:

- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic zero “0”.
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

Written Paper Requirements:

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learn System unless instructed otherwise.

E-mail:

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states "please address this email in a professional manner." Each email should address one issue.

Social Networking Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and/or pictures about the FMU OT program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy:

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University's Title IX Coordinator (titleixcoordinator@fmarion.edu)

Student Responsibilities:

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, and the *University Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Americans with Disabilities Act (ADA):

If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center. Accommodations will be made with proper documentation from the University Counseling and Testing Center. The student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the student would like to use the accommodations. If at any time during the semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Grievance Procedure:

The Department of Occupational Therapy adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University*

Catalog. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the OT program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*.

Guidelines for Faculty Appointments:

All faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible, the student may request the faculty to meet at another time.

Academic Dishonesty:

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Code of Ethics:

The School of Health Sciences subscribes to the “Code of Student Conduct” as defined in the “Students’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the OT profession.

HIPAA:

The Francis Marion University Occupational Therapy Program is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is important to remember to be compliant with the HIPAA rules in class as well as in clinic.

Definition of Unprofessional Behavior:

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies

- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior:

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences' student towards another student, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic advisor. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Department Chair and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

****All academic warnings are cumulative throughout the program.**

Computer Use:

Because computers are an essential learning tool, every student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)
- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable. All devices must have at least a 90-minute battery capacity when fully charged, since some classrooms do not provide individual electrical outlets for students. Personal handheld devices are recommended that can download eBooks for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

CONTENT INFORMATION

Topical Outline

| Week | Content | Resources | Evaluation |
|------|--|--|--------------------------|
| 1 | Introduction Review Syllabus and assignments Conception to Birth | Berger Chapters 1 -4 | |
| 2 | Conception to Birth Intro to Health Literacy | Berger Chapters 1 -4 Parnell Chapter 1, 9, 10 All students are required to read these Parnell chapters in preparation for the Population wellness assignment. Depending on your population, there may be a chapter in the latter part of the text that will provide you with additional information. | |
| 3 | Infancy and Early Childhood | Berger Chapters 5 - 7 | |
| 4 | Infancy and Early Childhood | Berger Chapters 5 – 7 | Exam 1 |
| 5 | Information Literacy and Articles Searches | Gutman, 2009. Holm, 2000. | |
| 6 | Early Childhood | Berger Chapters 8 -10 | |
| 7 | Middle Childhood | Berger Chapter 11 - 13 | |
| 8 | Adolescence | Chapters 14 -16 | Exam 2 |
| 9 | Adolescence | Berger Chapters 14 -16 | Developmental Profile #1 |

| | | | |
|----|----------------|------------------------------|-------------------------------------|
| 10 | Emerging Adult | Berger Chapters 17-19 | Population Specific Wellness Manual |
| 11 | Emerging Adult | Berger Chapters 17-19 | |
| 12 | Adult | Berger Chapters 20 – 22 | Exam 3 |
| 13 | Adult | Berger Chapters 20 - 22 | |
| 14 | Late Adulthood | Berger Chapters 23-25 | Developmental Profile #2 |
| 15 | Late Adulthood | Wrap up and Review for Final | |

Rubrics

| Population Specific Wellness Manual | |
|---|------------|
| Name: | |
| Qualities | Percentage |
| 1-2 page description of the specific research done by the team to familiarize themselves with the culture and needs of this population, and how that research informed development of the manual. | 15 |
| Fit between manual content and population needs. | 20 |
| Written following principles of health literacy. | 15 |
| Creative, engaging, clearly presented content | 20 |
| Provides a breadth of activities to address wellness, quality of life | 20 |
| Free of technical errors, cited appropriately. | 10 |
| Total | |
| Comments: | |

| Focused Developmental Interview and Profile | Point Values | | |
|--|-----------------------|-----------------------|--------------------------|
| <p>Below Criteria Not fully complete, may be confusing in descriptions. Weak evidence of integration of course concepts, terminology, and insight</p> <p>Meets Criteria Clear and Complete in Description. Some evidence of integration of course concepts, terminology, and insight.</p> <p>Exceeds Criteria Detailed depth and breadth of content. Strong evidence of integration of course concepts, terminology, and insight.</p> | Below Criteria | Meets Criteria | Exceeds Criteria. |
| <p>Current Personal Data: name, family history, physical status, marital status, offspring(s), any other information you feel is significant in describing the interviewee. This paragraph should paint a picture of the person for the reader.</p> | 0 – 4 | 5 – 8 | 8 - 10 |
| <p>Occupational Period & Interview: Describe the period of life your interviewee is focusing on, both decade and time period in the individuals life, it should span 1-5 years (ie: from the ages 10-12 as a pre-adolescent in the 1980's, from ages 5-6 as a kindergarten student in 2010; from 65-70 as a retiree in the 1990's.</p> <p>For the written portion of the paper, describe in narrative format the responses to the interview. Use the following questions as a guide, noting that you may need to adapt them a bit to the individuals' level of understanding and the context. Record the interview if you have received signed permission.</p> <ul style="list-style-type: none"> • Did you have a generally favorable or unfavorable association with this time period in your life, why or why not? • Describe a typical day during this period. Probe to make sure you get a rich description of occupational performance areas. • What were the most meaningful habit, routines and rituals that were part of your life during this time? • What were weekends, vacations, and relaxing periods like? • What was your happiest memory from this period of your life? • Did you experience stress at this period of our life? How so? • What were the particularly strong or supportive aspects of your life at this time, ie what contributed to your successes? • What were the barriers to being successful at this time in your life, both from an individuals and environment perspective? For example, what were your skills and abilities that you think could have been stronger? What environmental supports do you believe could have been stronger? | 0 – 9 | 10– 19 | 20– 25 |

| | | | |
|--|-------------|--------|---------|
| <p>Discuss each of the areas below. Think about whether these areas had an impact during your life at this time. If possible, provide an example of how this area had positive, negative or varied impact on your life.</p> <ul style="list-style-type: none"> • Family Structure • Economics • Religious or Spiritual • Political • Cultural • Geographic • Racial • Access to Educational or Health Resources • Identity: Gender, Sexual, Self | | | |
| <p>Synthesis:</p> <ul style="list-style-type: none"> • Utilizing the Practice Framework, describe your impressions of this period of time in your interviewee's life. What do you believe were the most impactful factor's on development? Were there any factors that the individuals did not specifically identify that you felt might have been influential? • Consider the interviewee from a developmental perspective. How did their description of their life during this time correspond to what you might have expected someone to share? • Did you get an impression of what the person values in their life during their description of this period? • Choose one theory of human development and briefly describe concepts from that theory to this individual's situation. | 0 - 15 | 16– 27 | 28 – 35 |
| <p>Conclusion</p> <ul style="list-style-type: none"> • Identify three aspects of this process that were most meaningful to you, or that gave you a new insight, or contributed to your learning. | 0 – 4 | 5 – 8 | 9 - 10 |
| <p>Format:</p> <ul style="list-style-type: none"> • Appropriate use of references and format of paper • Free of grammatical, spelling, and sentence construction errors • Title page and References included and reflective of APA format | 0 – 6 | 7 – 11 | 12-15 |
| Total | /100 | | |

*Note: The **Occupational Therapy Practice Framework: Domain and Process 4th edition** is a reference expected to be used when writing your paper. Additional points will be deducted for later papers and or for excessive typos and errors in writing.*

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: Occupational Therapy/School of Health Sciences Date 1/12/2021

Course No. or Level: OT 502 Title: Occupational Science and Analysis

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites _____ Co-Requisites _____

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Sittling

Provost's Signature Peter King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 202 Occupational Science and Analysis (3) This course will introduce the application of the Occupational Therapy Practice Framework: Domain and Process (OTPF) to persons', groups', and populations' engagement in meaningful occupations. The examination of occupational time use, balance, client factors, performance skills, performance patterns, and contexts will be addressed. Historical and current trends from the occupational science literature will be incorporated.

Purpose:

1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

Teaching method planned:

| | |
|--|-------------------------------------|
| 4. Describe the relevance of occupational science and the concepts of deprivation and justice for individuals, groups and populations from both a regional and global perspective. | Exams Student Led Discussions |
| 5. Synthesize concepts of occupation, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors. (ACOTE Standard B 3.2) | Occupational profile |
| 6. Conduct an activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate the intervention plan. (ACOTE Standard B 3.6) | Activity Analysis Assignment |
| 7. Grade tasks relative to areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factors. (ACOTE Standard B 4.18) | Activity Analysis Assignment |
| 8. Identify the value of occupation to support participation and life balance in context(s) for individuals, groups, and populations, including the role of occupation in one's own life. | Student Led Discussions |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 1 Have acquired, as a foundation for professional study, an understanding of human development as an occupational being, integrating content from liberal arts and sciences and occupational science | |
| Program Outcome 4 Analyze and apply occupations and adaptation in accordance with the Occupational Therapy Practice Framework with persons, groups, and populations to promote wellness and/or address limitations due to developmental or medical conditions, disease, injury or any situation impacting desired agency in occupational performance. | |

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Occupational Science and Analysis
Course Number: OT 502
Credit Hours: 3
Semester: Fall 1

Pre-requisites: None
Co-requisites:

Course Coordinator: TBD

Office Number:

Office Phone:

E-mail:

Office hours:

Course Description:

This course will introduce the application of the Occupational Therapy Practice Framework: Domain and Process (OTPF) to persons, groups' and population's engagement in meaningful occupations. The examination of occupational time use, balance, client factors, performance skills, performance patterns and contexts will be addressed. Historical and current trends from the occupational science literature will be incorporated.

| Course Student Learning Outcomes | Evaluation Method |
|--|--|
| 1. Explain the concepts and constructs of the OT Practice Framework. | Exams Occupational Profile Activity Analysis |
| 2. Evaluate scientific evidence to explain the importance of balancing areas of occupation. (ACOTE Standard B 3.4) | Exams |
| 3. Evaluate scientific evidence to explain the importance of the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations. (ACOTE Standard B 3.4) | Exams |

| | |
|--|-------------------------------------|
| 4. Describe the relevance of occupational science and the concepts of deprivation and justice for individuals, groups and populations from both a regional and global perspective. | Exams Student Led Discussions |
| 5. Synthesize concepts of occupation, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors. (ACOTE Standard B 3.2) | Occupational profile |
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Teaching/Learning Strategies:

Teaching strategies will consist of voice-over lecture audio-visual aids, discussions, group work, presentations, written assignments, tests.

Required Textbooks:

Pierce, D., Hasselkus, B. R., Krishnagiri, S., Wood, W. H., Royeen, C. B., Law, M., . . . Summers, K. (2014). *Occupational science for occupational therapy*. Thorofare, NJ: Slack Incorporated.

Thomas, H. (2015). *Occupation-based activity analysis* (2nd ed.). Thorofare, NJ: Slack.

Gillen, G., & Schell, B. A. (2019). *Willard and Spackman's occupational therapy*. Philadelphia: Wolters Kluwer.

Required Articles:

American Occupational Therapy Association. (2014). Occupational therapy practice framework: Domain & Process (3rd ed.). *American Journal of Occupational Therapy*, 68(Suppl.1), S1-S48. <http://dx.doi.org/10.5014/ajot.2014.682006>.

Paul-Ward, A. (2009). Social and occupational justice barriers in the transition from foster care to independent adulthood. *American Journal of Occupational Therapy*, 63(1), 81-88. doi:10.5014/ajot.63.1.81

Methods of Evaluation:

In order to progress in the OT program, the student must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog, current edition*).

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Classroom Grading Scale:

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|------------|-------------|
| A | 93-100 |
| B+ | 89-92 |
| B | 85-88 |
| C+ | 81-84 |
| C | 77-80 |
| F | 76 or below |

Classroom Evaluation Methods:

| Assignments | Percent |
|--|----------------|
| Exams: Midterm and Final @ 25% each | 50 |
| Occupational Profile and Analysis Following the template utilized by the Occupational Profiles on the AOTA website (https://www.aota.org/~media/Corporate/Files/Practice/Manage/Documentation/AOTA-Occupational-Profile-Template.pdf) complete a profile on a community member that is accessible to you and willing to be interviewed, and is experiencing some type of challenge. The challenge may be adjusting to a new situation or may be an existing disability or disorder. | 15 |
| Participation | 5 |
| Student Led Discussions Team up with a peer to select one of the readings for Student Led Discussions throughout the semester. You will be responsible for co-leading a 20 minute discussion with the class about the article. Your peers will have read the article, so you must devise discussion prompts and mini activities to get them to process insights, questions, and application of the article. Submit 2 potential exam questions based on your articles to the course instructor. | 15 |
| Activity Analysis and Grading of Activity (3@5%) Utilizing the Thomas text as a guide, complete an activity analysis on 3 different activities. Have your chosen activities approved by the instructor so replication with your peers is avoided. | 15 |

ACADEMIC INFORMATION

Attendance Policy:

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will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

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Students are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and/or pictures about the FMU OT program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

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Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University’s Title IX Coordinator (titleixcoordinator@fmarion.edu)

Student Responsibilities:

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, and the *University Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

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The Department of Occupational Therapy adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the OT program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*.

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at those times. If those times are not feasible, the student may request the faculty to meet at another time.

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See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

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The School of Health Sciences subscribes to the “Code of Student Conduct” as defined in the “Students’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the OT profession.

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Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

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All devices must have at least a 90-minute battery capacity when fully charged, since some classrooms do not provide individual electrical outlets for students. Personal handheld devices are recommended that can download eBooks for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

CONTENT INFORMATION

Topical Outline:

| Week | Content | Resources | Evaluation |
|------|--|---|--------------------------|
| 1 | Course Introduction Syllabus review Review OTPF 4 | | |
| 2 | Occupational Science Research | Pierce Chapter 1, 2 | |
| 3 | Patterns of Occupations | Willard and Spackman Chapter 18 | |
| 4 | <i>Student Led Discussions:</i> Daily Time Use, Morning Routines, Pleasure-Productivity-Restoration Profile | Pierce Chapter 5, 6, 16 | |
| 6 | Occupational Profiles | https://www.aota.org/Practice/Manage/Reimb/occupational-profile-document-value-ot/How-to-Write-Client-Occupational-Profile-Examples-of-Actual-Clients.aspx | |
| 7 | Analyzing Occupation: Activity Analysis | Thomas Chapters 1, 2 | Midterm Exam |
| 8 | Using the OTPF to Guide Analysis: Body Structures & Functions; Personal values, Beliefs & Spirituality; Performance Skills | Thomas Chapters 3-7 Willard & Spackman Ch. 23, 24, 26 OTPF 4 | |
| 9 | Practice Using the OTPF Hand On Activities | Thomas Chapters 3-8 Willard and Spackman Ch. 23, 24, 26 OTPF 4 | |
| 10 | <i>Student Led Discussions:</i> Lifestage Views of Occupation: Caregiving, Mate Selection, Life Stories and Retirement | Pierce Chapters 3, 4, 12, 19 | Activity Analysis I Due |
| 11 | Practice Using the OTPF Hands On Activities | Thomas Chapters 3-8 Willard and Spackman Ch. 23, 24, 26 OTPF 4 | |
| 12 | Grading and Adapting Activities | Thomas Chapter 9 | Activity Analysis II Due |

| Week | Content | Resources | Evaluation |
|-------------|--|---|------------------------------|
| 13 | Occupational Justice | Willard & Spackman Chapter 45 | |
| 14 | <i>Student Led Discussions:</i> Occupational Deprivation and Occupational Justice Intimate Partner Violence; Forced Migration; HIV Infection, Foster Care | Pierce, Chapters 10, 13, 14 <i>Social and Occupational Justice Barriers in the Transition From Foster Care to Independent Adulthood</i> | Activity Analysis III due |
| Week 15 | Occupational Profile Discussions: Factors Contributing to Variability | | Occupational Profiles Due |

Grading Rubrics:

| Activity Analysis and Grading Activity II and II Rubric | | | |
|--|--------|----------|----------|
| Name: | | | |
| Criteria: BE Below Expectation ME Meets Expectation. EE Exceeds Expectation | | | |
| Includes all components of activity analysis in accordance with OTPF4 and the Thomas text. | BE <25 | ME 25-27 | EE 28-30 |
| | | | |
| Analysis demonstrates understanding of concepts and terms | BE <25 | ME 25-27 | EE 28-30 |
| | | | |
| Analysis is clear concise, and free of grammatical and technical errors. | BE <7 | ME 7-8 | EE 9-10 |
| | | | |
| Analysis II and II incorporate 2 examples for grading of the activity. | BE <25 | ME 25-27 | EE 28-30 |
| | | | |
| Totals | | | |
| Comments: | | | |

- For Activity Analysis I, points for grading will be redistributed to first 2 areas

| Occupational Profile Rubric | | | |
|---|----------------------------|--------------------------|------------|
| Name: | | | |
| BE Below Expectation | ME Meets Expectation C+-B+ | EE Exceeds Expectation A | |
| Thorough and descriptive content: Client report | BE <26 | ME 24-26 | EE 27-30 |
| | | | |
| Thorough and descriptive content: Environment | BE <26 | ME 21-23 | EE 23.5-25 |
| | | | |
| Thorough and descriptive content: Context | BE 7 | ME 21-23 | EE 23.5-25 |
| | | | |
| Thorough and descriptive content: Client Goals | BE <7 | ME 7-8 | EE 9-10 |
| Consent Form Included Upon Submission: required to receive grading | | | |
| Consent Form Included Upon Submission: <i>required to receive grading</i> | BE 5 | ME 5 | EE 5 |
| | | | |
| Document is clearly written, free of grammatical and technical errors. | BE <7 | ME 3-4 | EE 4.5-5 |
| | | | |
| Total | | | |
| Comments: | | | |

| Student Led Discussions Rubric | | | |
|---|--------|----------|----------|
| Name: | | | |
| Criteria: BE Below Expectation ME Meets Expectation. EE Exceeds Expectation | | | |
| Students leaders use structure and prompts that results in engaged discussion | BE <25 | ME 25-27 | EE 28-30 |
| | | | |
| Key concepts of the article are elucidated through the discussion | BE <25 | ME 25-27 | EE 28-30 |
| | | | |
| Student leaders demonstrate initiative, clear communication and professionalism in preparing for and conducting the session | BE <15 | ME 15-17 | EE 18-20 |
| | | | |
| Teamwork is evident | BE <8 | ME 8 | EE 9-10 |
| | | | |
| 2 potential exam questions are submitted to the instructor by the student leaders. | BE <8 | ME 8 | EE 9-10 |
| | | | |
| Totals | | | |
| Comments | | | |

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: Occupational Therapy/School of Health Sciences Date 1/12/2021

Course No. or Level: OT 503 Title: Conditions Impacting Health and Wellness

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites OTD enrollment Co-Requisites _____

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Setlings

Provost's Signature Peter King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 401 Conditions Impacting Health and Wellness (3) This course will include content on the risk factors, etiology, characteristics, and prognoses for the conditions most commonly seen by occupational therapists, whether they are developmental or acquired. The primary manifestations of these conditions, as well as their impact on occupational performance and quality of life, will be considered in the context of sociocultural, socioeconomic, and lifestyle choices. Epidemiological factors that impact the public health and welfare of populations will also be addressed.

Purpose:

1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

| | |
|---|--|
| progression, prognosis, risk, and genetic factors. (ACOTE Standards B 1.3, B 3.5) | Assignment Exams |
| 3. Examine how the scope and types of service to clients varies across practice settings, including acute care hospitals, rehabilitation entities, community practice arenas, nursing and long term care and educational systems. (ACOTE Standard A 5.1) | Exams |
| 4. Analyze how developmental conditions, diseases, trauma, genetic disorders, and injuries impact occupational performance. (ACOTE Standard B 1.1, B 3.5) | Occupational Profile and Pathophysiology Assignment Exams |
| 5. Compile information on conditions, community resources, and patient and caregiver educational information for occupational therapy practice utilizing principles of health literacy. (ACOTE Standard B 4.21, B 4.27) | Health Literacy Wellness Brochure Exams |
| 6. Explain the importance of occupational engagement and life balance in the promotion of health and wellness, and in the prevention of disease and disability for individuals, families, populations, and society. (ACOTE Standard B 3.2) | Health Literacy Wellness Brochure Exams |
| 7. Evaluate how social, cultural, economic, political, and other diverse factors influence lifestyle choices and the delivery of healthcare in the United States. (ACOTE Standard B 1.2) | Occupational Profile and Pathophysiology Assignment |
| 8. Demonstrate knowledge of the World Health Organization Model of International Classification of Function, Disability and Health, and the OT Practice Framework. | Occupational Profile and Pathophysiology Assignment |
| 9. Appraise how the pathophysiology of conditions leads to signs, symptoms and dysfunctions in performance. (ACOTE Standard B 1.1 B 3.5) | Occupational Profile and Pathophysiology Assignment Exams |
| 10. Analyze the epidemiological factors that impact public health and welfare of populations. (ACOTE Standard B 1.3) | Health Literacy Wellness Brochure |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 4. Analyze and apply occupations and adaptation in accordance with the Occupational Therapy Practice Framework with persons, groups, and populations to promote wellness and/or address limitations due to developmental or medical conditions, disease, injury or any situation impacting desired agency in occupational performance. | |

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Number: OT 503
Course Title: Conditions Impacting Health and Wellness
Semester: Fall 1
Level: Graduate
Credits: 3

Instructor: TBD
Phone: TBD
E-Mail: TBD
Office Hours: TBD

Course Prerequisites: OTD enrollment

COURSE DESCRIPTION:

This course will include content on the risk factors, etiology, characteristics, and prognoses for the conditions most commonly seen by occupational therapists, whether they are developmental or acquired. The primary manifestations of these conditions, as well as their impact on occupational performance and quality of life will be considered in the context of sociocultural, socioeconomic, and lifestyle choices. Epidemiological factors that impact the public health and welfare of populations will also be addressed.

| Course Student Learning Outcomes | Evaluation Methods |
|---|--|
| 1. Communicate using medical terminology and clinical abbreviations. | Exam |
| 2. Describe characteristics of various physical, mental and pediatric conditions, including etiology, signs, symptoms, progression, prognosis, risk, and genetic factors. (ACOTE Standards B 1.3, B 3.5) | Occupational Profile and Pathophysiology Assignment Exams |
| 3. Examine how the scope and types of service to clients varies across practice settings, including acute care hospitals, rehabilitation entities, community practice arenas, nursing and long term care and educational systems. (ACOTE Standard A 5.1) | Exams |

| | |
|---|---|
| 4. Analyze how developmental conditions, diseases, trauma, genetic disorders, and injuries impact occupational performance. (ACOTE Standard B 1.1, B 3.5) | Occupational Profile and Pathophysiology Assignment Exams |
| 5. Compile information on conditions, community resources, and patient and caregiver educational information for occupational therapy practice utilizing principles of health literacy. (ACOTE Standard B 4.21, B 4.27) | Health Literacy Wellness Brochure Exams |
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Required Textbooks:

American Psychiatric Association (2013). Desk Reference to the Diagnostic Criteria from DSM-5 (5th Ed.). Washington, DC: Author. ISBN: 978-0-89042-556-5

Atchison, B. & Dirette, D. K. (2016). Conditions in Occupational Therapy: Effect on Occupational Performance (5th ed.). Baltimore, MD: Lippincott, Williams, & Wilkins. ISBN: 1496332210, 9781496332219

Damjanov, I. (2017). Pathology for the health profession (5th ed.). Philadelphia, PA: evolve/Elsevier. ISBN: 0323417833, 9780323417839

Gillen, G., & Schell, B. A. (2019). *Willard and Spackman's occupational therapy*. Philadelphia: Wolters Kluwer.

Required Articles:

AOTA's Societal Statement on Health Literacy. (2017). *American Journal of Occupational Therapy*, 71(Supplement_2). doi:10.5014/ajot.2017.716s14

Ciro, C. (2011). Enhancing Our Collective Research Acumen by Using an Epidemiological Perspective. *American Journal of Occupational Therapy*, 65(5), 594-598. doi:10.5014/ajot.2011.000703

Parker, R., & Jacobson, K. (2014). Health Literacy Principles: Guidance for Making Information Understandable, Useful, and Navigable. *NAM Perspectives*, 4(12). doi:10.31478/201412g

Teaching Learning Strategies.

Specific methodologies that will be used in the class include lecture, guided discussion, written assignments, student response systems, games for in class assessment.

Methods of Evaluation:

In order to progress in the OT program, the student must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog, current edition*).

Classroom Grading Scale:

| Alphabetic | Raw Score |
|-------------------|------------------|
| A | 93-100 |
| B+ | 89-92 |
| B | 85-88 |
| C+ | 81-84 |
| C | 77-80 |
| F | 76 or below |

Rounding:

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

EVALUATION METHODS

| Methods | Points |
|---|------------|
| 14 Self Tests in Leonard's Quick and Easy Medical Terminology text | Pass/Fail |
| Exams (3) | 40 |
| Community Member Occupational Profile and Pathophysiology Analysis Identify a community member with a diagnosis who is willing to be interviewed for this assignment. Each student in the class must address a different diagnosis. Obtain instructor approval of topic and consent document from the individual. Complete an occupational profile interview, approximately 30 minutes with the client, either audiotaped or videotaped, at their request. Document the interview according to the Occupational Profile template. Append a pathophysiology report that summarizes 5-10 key factors of this condition, with the signs, symptoms and functional deficits associated with the pathophysiology. Provide your occupational profile to your interviewee for their review and approval before submitting to the course. Document your occupational profile and pathophysiology analysis on a PPT presentation, utilizing no more than 8 slides, not including references, which should be on a separate slide. In text referencing should be used on each slide as appropriate. Utilizing Screencastomatic, tape a 5 minute presentation of your project. Email the project to the instructor, who will post it in a folder on the course site. All students will participate in a seminar presentation of the projects. | 25 |
| Health Literacy Wellness Brochure Partner with an individual in the course, as you will develop this assignment based on the Occupational Profile of the community member that your partner completed. Utilizing your creativity, knowledge, and principles of health literacy, develop a brochure that incorporates wellness principles and activities for the individual with this condition. It should take into account the characteristics of the condition, the occupational profile of the individual, and their ability to access and process health related information. Upon instructor approval, this brochure will be shared with the community participant. <i>Utilize Willard & Spackman, Chapter 47 as a resource for this assignment, as well as the 3 articles listed earlier in the syllabus.</i> | 15 |
| Final Exam | 20 |
| Total Points | 100 |

ACADEMIC INFORMATION

Attendance Policy:

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than fifteen percent (15%) of required sessions during accelerated semesters, a grade of “F” or “W” will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

Online participation is necessary for any courses offered online.

Test Taking Guidelines:

Before each quiz/test/exam students will:

- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic zero “0”.
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

Written Paper Requirements:

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learn System unless instructed otherwise.

E-mail:

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation,

complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

Social Networking Policy:

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Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

TOPICAL OUTLINE

| Week | Content | Resources | Evaluation |
|------|---|--|------------|
| 1 | Course Overview Review of Syllabus Occupational Participation for Individuals with Disabilities | Pierce Chapters 8 and 9 Willard and Spackman Chapter 4: WHO and ICDF <i>Health Literacy Principles: Guidance for Making Information Understandable, Useful, and Navigable</i> | |
| 2 | Continuum of Care Pediatric Conditions: Cerebral Palsy, Autism, Intellectual Disability | Willard and Spackman Chapter 62 Atchinson & Dirette Chapters 1-3 DSM V: ix-xiviii, p. 3-14; intellectual disability p. 17-23, ASD p. 27-31 Damjanov CP, p. 459 | |
| 3 | Pediatric Conditions: Muscular Dystrophy, ADD, Sensory Processing Disorder, Spina Bifida | Atchinson & Dirette Chapters 5-7 DSM V: ADD p. 31-35 Damjanov Sensory Loss p. 507, Muscular Dystrophy p. 110, 456-459, Spina Bifida p. 111 | |
| 4 | Pediatric Conditions: Muscular Dystrophy, ADD, Sensory Processing Disorder, Spina Bifida, continued. | Atchinson & Dirette Chapters 5-7 DSM V: ADD p. 31-35 Damjanov: Sensory Loss p. 507, Muscular Dystrophy p. 110, 456-459, Spina Bifida p. 111 | |
| 6 | BREAK | | |
| 7 | Mental Conditions: Mood, Anxiety and Psychotic Disorders | Atchinson & Dirette Chapters 8-10 DSM V: Psychosis p. 45-64, personality p. 321-322, bipolar p. 65-92, anxiety p. 115-128 | Exam 1 |
| 8 | Mental Conditions: Neurocognitive, Trauma, | Atchinson & Dirette Chapters 11-13 | |

| Week | Content | Resources | Evaluation |
|-------------|---|--|---|
| | Obsessive Compulsive Disorder | DSM: Obsessive Compulsive 1p. 29-140, Trauma p. 141-154 | |
| 9 | Mental Conditions: Somatic, Feeding and Substance Disorders | Atchinson & Dirette Chapters 14-16 Damjanov: Alcoholism p. 482-483 DSM V: Substance abuse p. 227-284, Feeding p. 169-176 | |
| 10 | Physical Conditions: CVA, Brain Injury and Progressive Neurological Disorders (MS, ALS) | Atchinson & Dirette Chapters 17, 20, 22 Damjanov: Brain Injury p. 477-478; CVA p. 472-477, MS p. 480-482, ALS p. 486 | Exam 2 |
| 11 | Physical Conditions: Diabetes and Orthopedics, Spinal Cord Injury | Atchinson & Dirette Chapters 19, 24, 25 Damjanov: SC Injuries p. 478-480 RA p. 442-444, Osteoarthritis p. 440-442, Fractures p. 436-437 | |
| 12 | Physical Conditions: Cardiopulmonary, Burns, Rheumatic, Low Vision, Cancer and Obesity | Atchinson & Dirette Chapters 18, 21, 23, 26, 27, 28 Damjanov: Burns p. 412-413, Atherosclerosis p. 141-145, Peripheral Vascular p. 145-146, Coronary Heart Disease p. 146-152 | |
| 13 | Community Profile Presentations | | Community Profile Presentations |
| 14 | Neurocognitive Disorders: Alzheimers, Parkinsons, Huntingtons Disease | Atchinson & Dirette Chapter 11, 22 Damjanov: Alzheimer's p. 483-484, Parkinsons p. 484-485, Huntington's p. 485-486. | Exam 3 |
| 15 | Health Literacy Wellness Brochure Presentations | | Health Literacy Wellness Brochure Presentations |

| Community Member Occupational Profile and Pathophysiology Analysis Rubric | |
|--|--------|
| Name: | |
| <i>Occupational Profile 60%</i> | |
| Criteria | Points |
| Conducts an interview in an appropriate manner, establishing rapport, informed consent, and client centered. | 10 |
| Records interview with clarity. | 5 |
| Documents all relevant areas on occupational profile template comprehensively, will being as concise as possible | 10 |
| Documents all relevant areas on occupational profile template with appropriate terminology and grammatical skills. | 10 |
| Demonstrates strong understanding of the concepts of the Practice Framework | 15 |
| Analyzes interview content with insight as applied to course concepts, ie: social, cultural, economic, political, and diversity factors as well as occupational balance. | 10 |
| <i>Pathophysiology 30%</i> | |
| Provides 5-10 key factors with signs, symptoms, functional deficits | 20 |
| Demonstrates understanding of pathophysiology in manner material is paraphrased from resources., minimizing use of quotes. | 10 |
| <i>Presentation 10%</i> | |
| Addresses content within time parameters (5 min) | 2 |
| Presents with accuracy, confidence and clarity | 4 |
| Utilizes PPT and screencast in a clear and creative manner. | 4 |
| Total | |
| Comments: | |

| | |
|---|---------------|
| Health Literacy Wellness Brochure Rubric | |
| Name: | |
| Criteria | Points |
| Brochure content reflects understanding of the condition and its impact on occupational performance. | 25 |
| Brochure is 2 pages, back to back, formatted clearly and includes graphic design elements | 25 |
| Brochure is directed toward wellness and occupation. | 25 |
| Utilizes principles of health literacy suggested by resources, as appropriate to client and incorporates at least one component that reflects an epidemiological perspective. | 25 |
| Total | |
| Comments: | |

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: Occupational Therapy/School of Health Sciences Date 1/12/2021

Course No. or Level: OT 510 Title: Applications of Clinical Neuroscience

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites _____ Co-Requisites _____

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Dittling

Provost's Signature Peter King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 501 Applications of Clinical Neuroscience (3) This course will cover the structure and function of the central and peripheral nervous systems, and ways in which faulty processing in these systems can impact functional ability. A particular focus on sensory and motor systems, as well as cognitive and emotional processing will be incorporated. Application of content to clinical case studies and the administration of varied neurological assessments is included.

- Purpose:
1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
 2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

Teaching method planned:

| | |
|--|-------------------------------------|
| 9. Describe the functional anatomy of the reticular formation especially as it relates to vital functions, arousal levels, and wakefulness. | Exams |
| 10. Demonstrate the ability to assess levels of consciousness using scales such as the Rancho Los Amigos or Glasgow Coma Scales. | Exams |
| 11. Identify cerebral functional anatomy including the behavioral ramifications of hemispheric specialization and lateralization, and structures and processes that contribute to learning, memory, affect and other body functions. | Exams |
| 12. Describe CNS blood flow and cerebrospinal fluid circulation and the impact of developmental anomaly or acquired lesions in these systems. | Exams Clinical Competencies |
| 13. Implement standardized and non-standardized assessments for neurological evaluation with consideration for safety precautions. | Clinical Competencies |
| 14. Describe the anatomy and functions of the basal ganglia and cerebellum. | Exams |
| 15. Describe the neurological rationale and evidence underlying selected interventions used by occupational therapists. | Knowledge Translation Assignment |
| 16. Explain how mental functions, sensory function and pain, and neuromusculoskeletal functions may be influenced by neurological functioning. | Exams |
| 17. Identify contraindications that may be commonly encountered by an occupational therapist working with a neurologically impaired client, including cardiovascular and respiratory concerns. | Exams Clinical Competencies |
| Program Student Learning Outcomes Related to This Course | |
| Program Outcome 1 Have acquired, as a foundation for professional study, an understanding of human development as an occupational being, integrating content from liberal arts and sciences and occupational science | |

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Applications of Clinical Neuroscience
Course Number: OT 510
Credit Hours: 3
Semester: Fall 1

Pre-requisites: None
Co-requisites: None

Course Coordinator: TBD

Office Number:

Office Phone:

E-mail:

Office hours:

Course Description:

This course will cover the structure and function of the central and peripheral nervous systems, and ways in which faulty processing in these systems can impact functional ability. A particular focus on sensory and motor systems, as well as cognitive and emotional processing will be incorporated. Application of content to clinical case studies and the administration of varied neurological assessments is included.

| Course Student Learning Outcomes | Evaluation Methods |
|---|--|
| 1. Identify structures of the central, peripheral and autonomic nervous systems | Exams Clinical Competencies |
| 2. Describe developmentally driven changes to the nervous system, including basic neuroembryology, pruning, critical periods of development and the aging process. | Exams |
| 3. Be able to describe features of neural transmission including membrane channels, receptors, action potentials, and facilitatory and inhibitory influences to this process. | Exams Knowledge Translation Assignment |

| | |
|---|---|
| 4. Describe the role of neurotransmitters and neuromodulators on various functional areas of the nervous system, including neurotransmission disturbances and commonly used drugs that act as neurotransmitter agonist and antagonists. | Exams Knowledge Translation Assignment |
| 5. Articulate the pathways and functions of major sensory and motor pathways. | Exams Clinical Competencies Knowledge Translation Assignment |
| 6. Assess the impact of various nervous system lesions that occur with peripheral nerve injuries, spinal root tears, spinal cord injuries, brainstem injuries, cortical injuries. and disease processes. | Exams Knowledge Translation Assignment |
| 7. Assess normal and pathological reflexes and analyze the conditions that led to reflex pathology, and the implications for motor and other performance dysfunctions. | Exams Clinical Competencies |
| 8. Assess cranial nerves, and analyzing the conditions that led to dysfunction, and implications for performance deficits. | Exams Clinical Competencies |
| 9. Describe the functional anatomy of the reticular formation especially as it relates to vital functions, arousal levels, and wakefulness. | Exams |
| 10. Demonstrate the ability to assess levels of consciousness using scales such as the Rancho Los Amigos or Glasgow Coma Scales. | Exams |
| 11. Identify cerebral functional anatomy including the behavioral ramifications of hemispheric specialization and lateralization, and structures and processes that contribute to learning, memory, affect and other body functions. | Exams |
| 12. Describe CNS blood flow and cerebrospinal fluid circulation and the impact of developmental anomaly or acquired lesions in these systems. | Exams Clinical Competencies |
| 13. Implement standardized and non-standardized assessments for neurological evaluation with consideration for safety precautions. | Clinical Competencies |
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| 15. Describe the neurological rationale and evidence underlying selected interventions used by occupational therapists. | Knowledge Translation Assignment |

| | |
|---|--------------------------------|
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| Program Student Learning Outcomes Related to This Course | |
| Program Outcome 1 Have acquired, as a foundation for professional study, an understanding of human development as an occupational being, integrating content from liberal arts and sciences and occupational science | |

Teaching/Learning Strategies:

Teaching strategies will consist of voice-over lecture, case studies, discussions, group work, diagrams and drawings, written assignments, tests, videos, lab practicals, book reviews.

Textbook(s):

Required:

Felton, D. L., Maida, M.S. (2019). Netter's Neuroscience Coloring Book. Philadelphia: Elsevier.

Lundy-Ekman, L. (2018). Neuroscience: Fundamentals for rehabilitation (5th ed.). Philadelphia: Elsevier Saunders. ISBN 978-0-323-47841-0

Methods of Evaluation:

In order to progress in the OT program, the student must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog, current edition*).

Classroom Grading Scale:

| Alphabetic | Raw Score |
|------------|-------------|
| A | 93-100 |
| B+ | 89-92 |
| B | 85-88 |
| C+ | 81-84 |
| C | 77-80 |
| F | 76 or below |

Rounding:

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

Classroom Evaluation Methods:

| Assignments | % |
|--|----------|
| Quiz Average – 4 throughout the semester. | 30 |
| In and Out of Class Participation This grade will be determined by quality of participation in all class activities. Please review the participation self grading form early in the semester, so you are fully aware of the areas that this will be based on. Students will have an opportunity to provide feedback about their own participation at the end of the semester, but the final grade is determined by the instructor. | 5 |
| Model Identification Model identification will include identifying neurological structures on the models as well as on handouts. A complete listing of all structures and terms that may be included on the model identification test will be provided the first week of class. | 10 |
| Clinical Competencies Competencies will require students to demonstrate proficiency in neurological testing procedures, professional interactions, clinical reasoning and clinical safety precautions. Students will also be required to "locate the lesion" and describe the neurological pathology of the deficits that they see. | 15 |
| Knowledge Translation Relevant to a Neurological Intervention You will choose a neurologically based intervention, one that is intended to change the way the nervous system functions or one which uses the nervous system as a means to improve someone's function. A list of potential interventions will be discussed by the instructor. Using credible and verified neurological resources, you will design a 5 page analysis of the neurological processing that supports this particular intervention, as well as identification and description of 2-3 scholarly resources that either support or refute the intervention. Attached provide a one page brochure or creative reference sheet that summarized the intervention and the evidence. See additional information and rubric at end of syllabus. | 20 |
| Final Cumulative Exam | 20 |

ACADEMIC INFORMATION

Attendance Policy:

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than fifteen percent (15%) of required sessions during accelerated semesters, a grade of “F” or “W” will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

Online participation is necessary for any courses offered online.

Test Taking Guidelines:

Before each quiz/test/exam students will:

- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic zero “0”.
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

Written Paper Requirements:

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learn System unless instructed otherwise.

E-mail:

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email

will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

Social Networking Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and/or pictures about the FMU OT program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy:

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University’s Title IX Coordinator (titleixcoordinator@fmarion.edu)

Student Responsibilities:

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, and the *University Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Americans with Disabilities Act (ADA):

If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center. Accommodations will be made with proper documentation from the University Counseling and Testing Center. The student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the student would like to use the accommodations. If at any time during the semester the student’s accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Grievance Procedure:

The Department of Occupational Therapy adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the OT program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*.

Guidelines for Faculty Appointments:

All faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible, the student may request the faculty to meet at another time.

Academic Dishonesty:

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Code of Ethics:

The School of Health Sciences subscribes to the “Code of Student Conduct” as defined in the “Students’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook* and *Catalog (current editions)*. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the OT profession.

HIPAA:

The Francis Marion University Occupational Therapy Program is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is important to remember to be compliant with the HIPAA rules in class as well as in clinic.

Definition of Unprofessional Behavior:

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior

- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior:

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences' student towards another student, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic advisor. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Department Chair and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

****All academic warnings are cumulative throughout the program.**

Computer Use:

Because computers are an essential learning tool, every student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)
- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable. All devices must have at least a 90-minute battery capacity when fully charged, since some classrooms do not provide individual electrical outlets for students. Personal handheld devices are recommended that can download eBooks for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

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CONTENT INFORMATION

| Week | Content | Resources | Evaluation Methods |
|-------------------|--|-----------------------------------|--|
| Week 1 | <i>Lecture</i> Introduction to Course Overview of the CNS | Lundy Ekman Chapter 1 & 2 | |
| Week 1 | Anatomy and Identification of Structures – CNS, PNS Support Systems | Lundy Ekman Chapter 2, 24, 25 | |
| Week 2 Lecture | Neurodevelopment Abnormal Development of the Nervous System Neurotransmitters | Lundy Ekman Chapter 8 | . |
| Week 2 Lab | Case 1: Neonatal Abstinence Syndrome Brain Model Review | | |
| Week 3 Lecture | Physical and Electrical Properties of Cells Synapses and Synaptic Transmissions and Neuroplasticity | Lundy Ekman Chapters 5, 6, 7 | Quiz 1 |
| Week 3 Lab | Evaluating Resources | | Model Identification: Lab Practical 1 |
| Week 4 Lecture | Major Sensory Pathways ALS, DCML Proprioception | Lundy Ekman Chapters 10 and 11 | |
| Week 4 Lab | Cross Sections Sensory Pathway Drawing Competition | | |
| Week 5 Lecture | Visual & Vestibular Systems | Lundy Ekman Chapter 21 and 22 | |
| Week 5 Lab | The Neurological Exam | Lundy Ekman Chapter 3 | |

| | | | |
|--------------------|---|-----------------------------------|------------------------------|
| Week 6 Lecture | The Motor System | Lundy-Ekman Chapters 13 and 14 | Quiz 2 |
| Week 6 Lab | Motor Screening Reflexes, Tone, Balance Sensory Lesions | Lundy Ekman Chapter 3 | |
| Week 7 Lecture | The Peripheral Nervous System Spinal Cord Autonomic Nervous System | Lundy Ekman Chapters 9, 17, 18 | |
| Week 7 Lab | Case Study 2: Spinal Cord Injury | Lundy Ekman Chapter 13 | |
| Week 8 Lecture | Basal Ganglia, Cerebellum & Movement | Lundy Ekman Chapter 15 and 16 | Quiz 3 |
| Week 8 Lab | Basal Ganglia and Cerebellar Screening Procedures Dysphagia | Lundy Ekman Chapter 3 | |
| Week 9 Lecture | Brain Stem Reticular System Pain | Lundy Ekman Chapter 12 and 20, | |
| Week 9 Lab | Peripheral Nerve Testing | Lundy Ekman Chapter 3 | |
| Week 10 Lecture | CVA Case Study #3 CVA Fugyl Meyer | Lundy Ekman Chapter 25 | Knowledge Translation Due |
| Week 10 Lab | Knowledge Translation Day | | |
| Week 11 Lecture | Cranial Nerves | Lundy Ekman Chapter 19 | |
| Week 11 Lab | Cranial Nerves Lab | Chapter 3 | |
| Week 12 Lecture | Cerebrum Clinical Applications | Lundy Ekman Chapter 26 | Quiz 4 |

| | | | |
|--------------------|---|-----------------------------------|------------------|
| Week 12 Lab | Cerebrum Clinical Applications | | |
| Week 13 Lecture | Concussion, TBI | Lundy Ekman Chapter 28 | |
| Week 13 Lab | Competency Check | | Competency Check |
| Week 14 Lecture | Memory, Consciousness, Intellect Communication, Attention, Spatial Cognition | Lundy Ekman Chapters 27 and 29 | |
| Week 14 Lecture | Select Cognitive Evaluations | | |
| Week 14 Lab | Case Study 4: TBI | | |

Rubrics

Knowledge Translation

Part of evidence based practice, as well as information literacy and health literacy, is knowing how to select current and valid information and to convey it to others in a meaningful and understandable way so that they can apply it. That is where this assignment comes in. You are decide on a neuroscience based intervention- it can be wellness related, and geared to the general public, or it can be designed to address an issue for a specific population that has a disability or disease. Review the principles from your frames of reference for possibilities.

You first want to research the neurological rationale and foundation behind the intervention you are looking to describe and support. You must use credible sources, and will be asked to share them. You will present this information to the instructor in a 6 page paper, as well as a one page brochure or handout. The one page brochure or handout will be shared with your peers in class. A sites that may help in stimulating your creativity is

<http://www.albertahealthservices.ca/assets/info/res/mhr/if-res-mhr-creative-kt.pdf> (You can get a broader idea of what KT is here, but we are focusing on infographics.

| | |
|---|-----|
| Knowledge Translation Grading Criteria Proper APA formatting is required in all scholarly submissions, including written papers, posts, presentations, etc. More than 3 different errors in APA formatting will result in a 10% grade reduction of that assignment. If you have any questions regarding APA, please consult your 6 th edition manual. | |
| There is a moderate amount of content that address the issue comprehensively based on quality references: addresses evidence. | /15 |
| Content clearly identifies and incorporates information based in neuroscience. | /30 |
| Presented in an understandable fashion, utilizing principles of information literacy, taking into account the population it is designed for | /30 |
| Presented in a creative way that gains attention, is creative, or thought provoking fashion. Well designed (type, color, size, etc) | /20 |
| Presented to peers in a manner that conveys solid understanding of the intervention and the neurological basis of it. | /5 |
| Total | |

| Participation Feedback | | | | | | |
|--|-------------------------------------|---|---|---|---|---|
| Name: | | | | | | |
| Rate yourself in the following areas, with 5 being the highest. | Provide comments to support ratings | 1 | 2 | 3 | 4 | 5 |
| Reading through assigned course materials or reviewing blackboard materials and consistently coming to class prepared. | | | | | | |
| Participating in class by raising clarifying questions, offering experiences relevant to course content during lectures | | | | | | |
| Taking an active role in the group processes, including case studies and lab groups, to keep them on track, clarify concepts. Demonstrating initiative to keep the group using time wisely | | | | | | |
| Viewing the course videos, powerpoints, readings or other supportive material on schedule | | | | | | |
| Engaging in online and group discussion with peers. | | | | | | |
| Organizing time to research and complete Book Club, Knowledge Translation and other assignments on schedule. | | | | | | |

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: Occupational Therapy/School of Health Sciences **Date** 1/12/2021

Course No. or Level: OT 511 **Title:** Applications of Kinesiology and Biomechanics

Semester hours 4 Clock hours: Lecture 3 Laboratory 1

Prerequisites OT 500, OT 503, or permission of department Co-Requisites _____

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Sittings

Provost's Signature Peter King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 502 Applications of Kinesiology and Biomechanics (4) A detailed application of musculoskeletal anatomy in humans will assist the student in applying the principles of movement, alignment, joint structure, muscle actions, and motor planning as the foundation to assess typical and atypical movement during daily performance. The physics and biomechanical principles supporting occupational therapy interventions, including but not limited to ergonomics, body mechanics, strengthening, activity adaptations, and modifications will be addressed.

Purpose:

1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

| | |
|---|---|
| | Lab Practical |
| 5. Discuss how therapeutic use of self and cultural sensitivity is incorporated in assessment and intervention procedures with those who require hands on procedures with the therapist. (ACOTE 2018 Standard B 4.1) | Exams Biomechanical Condition Presentation |
| 6. Incorporate accurate medical terminology in descriptions. | Biomechanical Condition Presentation Lab Practical |
| 7. Utilize skills of information literacy to identify, evaluate and summarize quality resources to present biomechanical conditions and implications for occupational performance. | Biomechanical Condition Presentation |
| 8. Perform joint ROM and muscle strength evaluation procedures for muscle groups throughout the body with any awareness of contraindications and safety precautions. | Lab Competencies Lab Practical |
| 9. Analyze nerve injuries based on the findings of ROM any MMT examination. | Exams Lab Practical |
| 10. Identify selected bones, bony landmarks, and muscles throughout the body | Exams Lab Practical |
| 11. Identify the origin, insertion, primary innervation, and actions of muscles throughout the body. | Exams Lab Practical |
| 12. Demonstrate the ability to diagnose biomechanical effects on occupational performance. (ACOTE 2018 Standard B 1.1) | Exams Biomechanical Condition Presentation |
| 13. Apply principles of body mechanics to human performance during occupation. | Exams Biomechanical Condition Presentation Lab Practical Lab Competencies |
| 14. Select appropriate assistive technology, compensations and adaptations to support mobility and performance for individuals with biomechanical impairments. (ACOTE 2018 Standard B 4.11) | Exams Biomechanical Condition Presentation Lab Practical |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 1 Have acquired, as a foundation for professional study, an understanding of human development as an occupational being, integrating content from liberal arts and sciences and occupational science | |

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Applications of Kinesiology and Biomechanics
Course Number: OT 511
Credit Hours: 4 (3 lecture, 1 lab)
Semester: Spring Year 1

Pre-requisites: OT 500, OT 503
Co-requisites: None

Course Coordinator: TBD

Office Number:

Office Phone:

E-mail:

Office hours:

Course Description: A detailed application of musculoskeletal anatomy of in humans will assist the student in applying the principles of movement, alignment, joint structure, muscle actions and motor planning as the foundation to assess typical and atypical movement during daily performance. The physics and biomechanical principles supporting occupational therapy interventions, including but not limited to ergonomics, body mechanics, strengthening, activity adaptations and modifications will be addressed.

| Course Student Learning Outcomes | Evaluation Methods |
|--|---|
| 1. Describe the anatomy of a specific region including, bony structures, articulations of the muscles nerve and blood supply. | Exams Biomechanical Condition Presentation |
| 2. Describe how pathology can result in the anatomical changes from both primary and secondary medical issues. | Exams Biomechanical Condition Presentation |
| 3. Evaluate how occupational performance may be impacted by a specific biomechanical deficit, applying terminology from the OT Practice Framework. (ACOTE 2018 Standard B 1.1) | Exams Biomechanical Condition Presentation |
| 4. Describe privacy, infection control, contraindications and preventative safety measures relevant to client situations. (ACOTE 2018 Standard B 3.7) | Exams Biomechanical Condition Presentation Lab Practical |

| | |
|---|---|
| 5. Discuss how therapeutic use of self and cultural sensitivity is incorporated in assessment and intervention procedures with those who require hands on procedures with the therapist. (ACOTE 2018 Standard B 4.1) | Exams Biomechanical Condition Presentation |
| 6. Incorporate accurate medical terminology in descriptions. | Biomechanical Condition Presentation Lab Practical |
| 7. Utilize skills of information literacy to identify, evaluate and summarize quality resources to present biomechanical conditions and implications for occupational performance. | Biomechanical Condition Presentation |
| 8. Perform joint ROM and muscle strength evaluation procedures for muscle groups throughout the body with any awareness of contraindications and safety precautions. | Lab Competencies Lab Practical |
| 9. Analyze nerve injuries based on the findings of ROM any MMT examination. | Exams Lab Practical |
| 10. Identify selected bones, bony landmarks, and muscles throughout the body | Exams Lab Practical |
| 11. Identify the origin, insertion, primary innervation, and actions of muscles throughout the body. | Exams Lab Practical |
| 12. Demonstrate the ability to diagnose biomechanical effects on occupational performance. (ACOTE 2018 Standard B 1.1) | Exams Biomechanical Condition Presentation |
| 13. Apply principles of body mechanics to human performance during occupation. | Exams Biomechanical Condition Presentation Lab Practical Lab Competencies |
| 14. Select appropriate assistive technology, compensations and adaptations to support mobility and performance for individuals with biomechanical impairments. (ACOTE 2018 Standard B 4.11) | Exams Biomechanical Condition Presentation Lab Practical |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 1 Have acquired, as a foundation for professional study, an understanding of human development as an occupational being, integrating content from liberal arts and sciences and occupational science | |

Teaching/Learning Strategies:

Teaching strategies will consist of voice-over lecture, audio-visual aids, discussions, presentations, written assignments, tests, observation of student performance in the lab/clinical setting, hands-on practice of clinical skill, demonstration, and return demonstration.

Required Textbooks:

Brummitt, J & Jobst, E. (2013). Physical therapy case studies: Orthopaedics. McGraw-Hill.
ISBN 978-0071763776.

Cooper, C. (2007) *Fundamental of Hand Therapy: Clinical reasoning and treatment guidelines for common diagnoses of the upper extremity (2 edition)*. St. Louis: Mosby Elsevier.
ISBN: 0-323-09104-0

Moore, K.L., & Dalley, A.F. (2013). *Clinically oriented anatomy* (7th ed.) Philadelphia: Wolters Kluwert/Lippincott, Williams & Wilkins. ISBN 13: 978-1-4511-1945-9 ISBN 10: 1-4511-1945-3

McHugh Pendleton, H., & Schultz-Krohn, W. (2018). *Pedretti's occupational therapy: Practice skills for physical dysfunction. (8th Edition)*. Publisher: Mosby Elsevier 978-0-323-33927-8. *Publication Manual of the American Psychological Association*. (2020). Washington, DC: American Psychological Association.

Methods of Evaluation:

In order to progress in the OT program, the student must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog, current edition*).

Classroom Grading Scale:

| Alphabetic | Raw Score |
|------------|-------------|
| A | 93-100 |
| B+ | 89-92 |
| B | 85-88 |
| C+ | 81-84 |
| C | 77-80 |
| F | 76 or below |

Rounding:

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent

Classroom Evaluation Methods:

| Assignments | Percent |
|---|----------------|
| Online Quizzes Five quizzes will be given throughout the semester, @ 10% each. Each quiz will cover the information from instructor lectures (online and in-person), student presentations | 50 |
| Biomechanical Condition Presentation Students will join teams to address the following conditions: brachial plexus injury, fibromyalgia, medial epicondyle fracture, carpal tunnel syndrome, bell's palsy, upper extremity amputation, hip replacement, spinal stenosis, arthrogryposis, muscular dystrophy and complex regional pain syndrome. A rubric is provided in the syllabus to guide the development of this 20-30 minute group presentation, that should not exceed 20 power point slides. A handout summarizing key information should be prepared to be distributed to peers. | 20 |
| Lab Competencies Will include manual muscle testing, ROM, gait training, balance testing | 10 |
| Final Exam | 20 |

ACADEMIC INFORMATION

Attendance Policy:

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than fifteen percent (15%) of required sessions during accelerated semesters, a grade of "F" or "W" will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

Online participation is necessary for any courses offered online.

Test Taking Guidelines:

Before each quiz/test/exam students will:

- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic zero "0".
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

Written Paper Requirements:

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learn System unless instructed otherwise.

E-mail:

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states "please address this email in a professional manner." Each email should address one issue.

Social Networking Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and/or pictures about the FMU OT program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy:

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University's Title IX Coordinator (titleixcoordinator@fmarion.edu)

Student Responsibilities:

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, and the *University Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Americans with Disabilities Act (ADA):

If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center. Accommodations will be made with proper documentation from the University Counseling and Testing Center. The student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the student would like to use the accommodations. If at any time during the semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Grievance Procedure:

The Department of Occupational Therapy adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the OT program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*.

Guidelines for Faculty Appointments:

All faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible, the student may request the faculty to meet at another time.

Academic Dishonesty:

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Code of Ethics:

The School of Health Sciences subscribes to the “Code of Student Conduct” as defined in the “Students’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the OT profession.

HIPAA:

The Francis Marion University Occupational Therapy Program is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is important to remember to be compliant with the HIPAA rules in class as well as in clinic.

Definition of Unprofessional Behavior:

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior:

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences' student towards another student, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic advisor. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Department Chair and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

****All academic warnings are cumulative throughout the program.**

Computer Use:

Because computers are an essential learning tool, every student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)
- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable. All devices must have at least a 90-minute battery capacity when fully charged, since some classrooms do not provide individual electrical outlets for students. Personal handheld devices are recommended that can download eBooks for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies

CONTENT INFORMATION

Topical Outline

| Week | Content | Resources | Evaluation |
|-----------|---|--|---|
| Lecture 1 | Introduction to Functional Anatomy | Moore, et al. (2019) Chapter 1 | |
| Lab | Introduction & review of information for MMT and ROM Scapular Elevation Shoulder Flexion Shoulder Extension | Moore, et al. (2019) Chapter 3 McHugh Pendleton, & Schultz-Krohn (2017) Chapters 21 and 22 | |
| Lecture 2 | Shoulder Muscles Acute Shoulder Instability Adhesive Capsulitis | Moore, et al. (2019) Chapter 3 Brummit & Jobst (2013) Acute Shoulder Instability Adhesive Capsulitis | Case Presentation: Brachial Plexus Injury |
| Lab | Shoulder Abduction Shoulder Horizontal Abduction & Adduction Shoulder Internal & External Rotation (Standard & Alternate positions) | Moore, et al. (2019) Chapter 3 Brummit & Jobst (2013) Acute Shoulder Instability Adhesive Capsulitis | |
| Lecture 3 | Shoulder Musculature & Blood Supply Conditions: Clavicle Fracture and Rotator Cuff Tear | Moore, et al. (2019) Chapter 3 Brummit & Jobst (2013) Rotator Cuff Repair | Quiz 1 |
| Lab | Elbow Flexion Elbow Extension Forearm Supination & Pronation Wrist Extension & Flexion Wrist Radial & Ulnar Deviation | Moore, et al. (2019) Chapter 3 | |
| Lecture 4 | Conditions: Lateral Epicondylitis, Fibromyalgia | Moore, et al. (2019) Chapter 3 Brummit & Jobst (2013) Fibromyalgia | Case Presentation: Fibromyalgia |

| | | | |
|-----------|--|--|---|
| Lab | Finger MCP Flexion & Extension Finger MCP Abduction & Adduction Finger PIP Flexion Finger DIP Flexion | Moore, et al. (2019) Chapter 3 | |
| Lecture 5 | Shoulder and Brachium Anatomy and Injuries Elbow and Forearm Musculature Conditions; Medial Epicondyle Fracture | Moore, et al. (2019) Chapter 3 Cooper Chapter 19 | Case Presentation: Medial Epicondyle Fracture Quiz 2 |
| Lab | Thumb MCP Flexion & Extension Thumb IP Flexion & Extension Grip Strength Pinch Strength | Moore, et al. (2019) Chapter 3 | |
| Lecture 6 | Wrist & Hand Musculature Conditions: Tunnel Syndrome & Forearm Injuries, DeQuervain's Syndrome, Carpal Tunnel Syndrome | Moore, et al. (2019) Chapter 3 Cooper, Chapter 20 | Case Presentation: Carpal Tunnel Syndrome |
| Lab | Neck Flexion & Extension Muscles of Mastication Muscles of Facial Expression Muscles of Ocular Movements | Moore, et al. (2019) Chapter 8, 9, 10 | |
| Lecture 7 | Hand and Finger Deformities Trauma and DeGloving | Cooper Chapter 25 | Case Presentation: Bell's Palsy |
| Lab | Open Review | | |
| Lecture 8 | Elbow, Antebrachium, Wrist & Hand Anatomy & Injuries Gluteal and Thigh Amputations | Moore, et al. (2019) Chapter 3, 6, 7 McHugh Pendleton, & Schultz-Krohn (2017) Chapter 43 | Case Presentation: UE Amputation Quiz 3 |
| Lab | Gait Training and Safety | McHugh Pendleton, & Schultz-Krohn (2017) Chapter 11 | |
| Lecture 9 | Knee and Leg Conditions: Knee Osteoarthritis, Ligament Injuries | Moore, et al. (2019) Chapter 6,7 | Case Presentation: LE BK Amputation |
| Lab | Gait Training and Safety | McHugh Pendleton, & Schultz-Krohn (2017) Chapter 11 | Clinical Competency Check |

| | | | |
|------------|--|--|--|
| Lecture 10 | Hip Osteoarthritis, Hip Impingement, Iliotibial Band Syndrome | Moore, et al. (2019) Chapter 6, 7 Brummit & Jobst (2013) Hip Osteoarthritis, Hip Impingement, Iliotibial Band Syndrome McHugh Pendleton, & Schultz-Krohn (2017) Chapter 40 | Case Presentation: Hip Replacement |
| Lab | Hip Flexion Hip Abduction & Adduction Hip Internal & External Rotation Knee Flexion & Extension | Moore, et al. (2019) Chapter 3 | Clinical Competency Check |
| Lecture 11 | UE and LE Amputations Spinal Stenosis, Neck Bracing & Ankylosing Spondylitis | Moore, et al. (2019) Chapter 2 | Case Presentation: Spinal Stenosis Quiz 4 |
| Lab | Ankle Plantarflexion & Dorsiflexion Great Toe Extension | Moore, et al. (2019) Chapter 6, 7 | |
| Lecture 12 | MVA Sciatica & DVT Achondroplasia | | Case Study: Arthrogryposis |
| Lab | Functional Movement | | Clinical Competency Check |
| Lecture 13 | Foot, Back, Abdomen Anatomy & Injuries Low Back Pain | Moore, et al. (2019) Chapter 4, 5 Brummit & Jobst (2013) Low Back Pain McHugh Pendleton, & Schultz-Krohn (2017) Chapter 41 | Case Study: Muscular Dystrophy Quiz 5 |
| Lab | Body Mechanics | | Clinical Competency Check |
| Lecture 14 | Achondroplasia, Systemic Conditions: Complex Regional Pain Syndrome Conditions & Anatomy, Systemic Lupus Erythematosus | | Case Study: Complex Regional Pain Syndrome |
| Lab | Children ROM/MMT | | |
| Lecture 15 | Review, Wrap Up | | |

Name:

Manual Muscle Competency Checklist

| Muscles Grouping | Major Errors and/or Safety Concerns | Minor Errors: Note | Accurate |
|---|-------------------------------------|--------------------|----------|
| Scapular Elevation | 0 | 1-2.9 | 3 |
| Shoulder Flexion | 0 | 1-2.9 | 3 |
| Shoulder Extension | 0 | 1-2.9 | 3 |
| Shoulder Abduction | 0 | 1-2.9 | 3 |
| Shoulder Horizontal Abduction & Adduction | 0 | 1-2.9 | 3 |
| Shoulder Internal & External | 0 | 1-2.9 | 3 |
| Rotation (Standard & Alternate positions) | 0 | 1-2.9 | 3 |
| Elbow Flexion | 0 | 1-2.9 | 3 |
| Elbow Extension | 0 | 1-2.9 | 3 |
| Forearm Supination & Pronation | 0 | 1-2.9 | 3 |
| Wrist Extension & Flexion | 0 | 1-2.9 | 3 |
| Wrist Radial & Ulnar Deviation | 0 | 1-2.9 | 3 |
| Finger MCP Flexion & Extension | 0 | 1-2.9 | 3 |
| Finger MCP Abduction & Adduction | 0 | 1-2.9 | 3 |
| Finger PIP Flexion | 0 | 1-2.9 | 3 |
| Finger DIP Flexion | 0 | 1-2.9 | 3 |
| Thumb MCP Flexion & Extension | 0 | 1-2.9 | 3 |
| Thumb IP Flexion & Extension | 0 | 1-2.9 | 3 |
| Grip Strength | 0 | 1-2.9 | 3 |
| Pinch Strength | 0 | 1-2.9 | 3 |
| Muscles of Mastication | 0 | 1-2.9 | 3 |
| Muscles of Facial Expression | 0 | 1-2.9 | 3 |
| Muscles of Ocular Movements | 0 | 1-2.9 | 3 |
| Hip Flexion | 0 | 1-2.9 | 3 |
| Hip Abduction & Adduction | 0 | 1-2.9 | 3 |
| Hip Internal & External Rotation | 0 | 1-2.9 | 3 |
| Knee Flexion & Extension | 0 | 1-2.9 | 3 |
| Ankle Plantarflexion & Dorsiflexion | 0 | 1-2.9 | 3 |
| Great Toe Extension | 0 | 1-2.9 | 3 |
| Proper Lifting | 0 | 1-2.9 | 3 |
| Gait Training & Safety | 0 | 1-2.9 | 3 |
| Children ROM/MMT | 0 | 1-2.9 | 3 |
| Balance | 0 | 1-2.9 | 3 |
| Total | | | /99 |

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: Occupational Therapy/School of Health Sciences Date 1/12/2021

Course No. or Level: OT 512 Title: The Occupational Profile and Person-Environment Assessment

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites OT 500, OT 501, OT 502, OT 503, or permission of department

Co-Requisites OT 513

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Sittings

Provost's Signature Pete King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 503 The Occupational Profile and Person-Environment Assessment (3) This course will introduce evaluation and assessment processes based in varied theoretical approaches utilized in occupational therapy through the lifespan. Interview techniques, observations, non-standardized and standardized assessments, the evaluation of the environment, and the development and analysis of an occupational profile will be presented. Quantitative and qualitative analysis of data and the presentation of results that integrates principles of health literacy will be utilized.

- Purpose:
1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
 2. What should the course do for the student?

| | |
|--|--|
| 5. Conduct an individualized protocol for evaluating performance in areas of occupation; performance skills; performance patterns; performance contexts; activity demands; client factors. (ACOTE 2018 Standard B 3.2) | Evaluation Plan |
| 6. Demonstrate proficiency in conducting and reporting on assessments in an interprofessional context. ACOTE 2018 Standard B 3.2) | Exams Assessment Scoring and Interpretation |
| 7. Interpret criterion-referenced and norm-referenced standardized test score with an understanding of the reliability and validity of the instruments (ACOTE 2018 Standard B 3.2) | Assessment Scoring and Interpretation |
| 8. Utilize terminology of the profession to interpret the evaluation data. (ACOTE 2018 Standard B 3.2) | Assessment Scoring and Interpretation |
| 9. Interpret standardized test results to clients in an understandable manner, including reference to descriptive statistics, percentile scores, and inferential statistics. (ACOTE 2018 Standard B 1.4 and B 4.7) | Assessment Scoring and Interpretation |
| 10. Describe the recommended protocols and procedures to administer selected standardized and non-standardized assessments. (ACOTE 2018 Standard B 4.5) | Exams |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 3 Be prepared to select and apply evidence-based evaluations and interventions, founded in theory and articulated to individuals utilizing principles of health literacy to achieve expected outcomes related to occupation | |
| Program Outcome 4 Analyze and apply occupations and adaptation in accordance with the Occupational Therapy Practice Framework with persons, groups, and populations to promote wellness and/or address limitations due to developmental or medical conditions, disease, injury or any situation impacting desired agency in occupational performance. | |

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: The Occupational Profile and Person-Environment Assessment
Course Number: OT 512
Credit Hours: 3
Semester: Spring Year 1

Pre-requisites: OT 500, OT 501, OT 502, OT 503
Co-requisites: OT 513

Course Coordinator: TBD

Office Number:

Office Phone:

E-mail:

Office hours:

Course Description: This course will introduce evaluation and assessment processes based in varied theoretical approaches utilized in occupational therapy through the lifespan. Interview techniques, observations, non-standardized and standardized assessments, the evaluation of the environment, and the development and analysis of an occupational profile will be presented. Quantitative and qualitative analysis of data, and the presentation of results that integrates principles of health literacy will be utilized

| Course Student Learning Outcomes | Evaluation Methods |
|--|---------------------------------------|
| 1. Produce written documentation that is clearly written and distinguished subjective from objective data. | Assessment Scoring and Interpretation |
| 2. Consider reimbursement guidelines in the context of chosen assessment and evaluation methods. (ACOTE 2018 Standard B 4.29) | Exams Evaluation Plan |
| 3. Utilize interview and other gathering techniques to complete a client centered occupational profile. | Exams Evaluation Plan |
| 4. Describe how theoretical constructs and the client's situation guide the selection of the methods chosen to screen, the standardized or non-standardized tools (histories, checklists, etc) used to inform the full evaluation. (ACOTE 2018 Standard B 4.5) | Exams Evaluation Plan |
| 5. Conduct an individualized protocol for evaluating performance in areas of occupation; performance skills; performance patterns; | Evaluation Plan |

| | |
|--|--|
| performance contexts; activity demands; client factors. (ACOTE 2018 Standard B 3.2) | |
| 6. Demonstrate proficiency in conducting and reporting on assessments in an interprofessional context. ACOTE 2018 Standard B 3.2) | Exams Assessment Scoring and Interpretation |
| 7. Interpret criterion-referenced and norm-referenced standardized test score with an understanding of the reliability and validity of the instruments (ACOTE 2018 Standard B 3.2) | Assessment Scoring and Interpretation |
| 8. Utilize terminology of the profession to interpret the evaluation data. (ACOTE 2018 Standard B 3.2) | Assessment Scoring and Interpretation |
| 9. Interpret standardized test results to clients in an understandable manner, including reference to descriptive statistics, percentile scores, and inferential statistics. (ACOTE 2018 Standard B 1.4 and B 4.7) | Assessment Scoring and Interpretation |
| 10. Describe the recommended protocols and procedures to administer selected standardized and non-standardized assessments. (ACOTE 2018 Standard B 4.5) | Exams |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 3 Be prepared to select and apply evidence-based evaluations and interventions, founded in theory and articulated to individuals utilizing principles of health literacy to achieve expected outcomes related to occupation | |
| Program Outcome 4 Analyze and apply occupations and adaptation in accordance with the Occupational Therapy Practice Framework with persons, groups, and populations to promote wellness and/or address limitations due to developmental or medical conditions, disease, injury or any situation impacting desired agency in occupational performance. | |

Teaching/Learning Strategies:

Teaching strategies will consist of voice-over lecture, discussions, group work, presentations, written assignments, tests, and observation of student performance in the lab/clinical setting.

Required Textbooks

Hinojosa, J. & Kramer, P. (2020). *Evaluation in occupational therapy: Obtaining and interpreting data* (5th ed.). Bethesda, MD: American Occupational Therapy Association, Inc.

Required Articles

American Occupational Therapy Association. (in press). Occupational therapy practice framework: Domain and process (4th ed.). *American Journal of Occupational Therapy*, 74 (Supplement 2). Advance online publication

American Occupational Therapy Association. (2018). Guidelines for documentation of occupational therapy. *American Journal of Occupational Therapy*, 72(Suppl. 2), 7212410010. <https://doi.org/10.5014/ajot.2018.72S203>

American Occupational Therapy Association. (in press). Guidelines for supervision, roles, and responsibilities during the delivery of occupational therapy services. *American Journal of Occupational Therapy*, 74(Suppl. 3).

Methods of Evaluation:

In order to progress in the OT program, the student must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog, current edition*).

Classroom Evaluation Methods:

| Assignments | Percent |
|--|---------|
| Exams. There will be 2 exams, and a final, each @ 20% | 60 |
| Individualized Case Study Based Evaluation Plan Each student will receive a case study describing the background of a client. Based on the background information, an Occupational Profile will be completed | 15 |
| Critique of an Assessment Students will be assigned an assessment, and must develop a 10 presentation for their peers describing key features of the assessment, the intended population and a discussion of the reliability and validity strengths and limitations. | 10 |
| Assessment Scoring and Interpretation Students will be provided with an assessment form that is completed. Using the assessment manual for support, the student will score and write up the results of the assessment. In addition, they will develop 2 audio clips, (via Zoom, Screencastomatic or another program), role playing how they would share the results of this assessment with 1) an interprofessional team member, 2) a parent who has ESL, and the equivalent of a 3 rd grade education. | 15 |

Classroom Grading Scale:

| Alphabetic | Raw Score |
|------------|-------------|
| A | 93-100 |
| B+ | 89-92 |
| B | 85-88 |
| C+ | 81-84 |
| C | 77-80 |
| F | 76 or below |

Rounding:

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

ACADEMIC INFORMATION**Attendance Policy:**

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than fifteen percent (15%) of required sessions during accelerated semesters, a grade of "F" or "W" will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

Online participation is necessary for any courses offered online.

Test Taking Guidelines:

Before each quiz/test/exam students will:

- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic zero "0".
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

Written Paper Requirements:

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learn System unless instructed otherwise.

E-mail:

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

Social Networking Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and/or pictures about the FMU OT program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy:

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University’s Title IX Coordinator (titleixcoordinator@fmarion.edu)

Student Responsibilities:

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, and the *University Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Americans with Disabilities Act (ADA):

If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center. Accommodations will be made with proper documentation from the University Counseling and Testing Center. The student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the student would like to use the accommodations. If at any time during the semester the student’s accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Grievance Procedure:

The Department of Occupational Therapy adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and

problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the OT program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*.

Guidelines for Faculty Appointments:

All faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible, the student may request the faculty to meet at another time.

Academic Dishonesty:

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Code of Ethics:

The School of Health Sciences subscribes to the “Code of Student Conduct” as defined in the “Students’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the OT profession.

HIPAA:

The Francis Marion University Occupational Therapy Program is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is important to remember to be compliant with the HIPAA rules in class as well as in clinic.

Definition of Unprofessional Behavior:

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences

- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior:

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences' student towards another student, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic advisor. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Department Chair and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

****All academic warnings are cumulative throughout the program.**

Computer Use:

Because computers are an essential learning tool, every student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)
- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable. All devices must have at least a 90-minute battery capacity when fully charged, since some classrooms do not provide individual electrical outlets for students. Personal handheld devices are recommended that can download eBooks for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

CONTENT INFORMATION

Topical Outline:

It is recommended that this course use a flipped classroom approach, as it will enable more time for direct observation and practice with the assessment instruments.

| Week | Content | Resources | Evaluation |
|------|---|---|-------------------------|
| 1 | Syllabus OT Practice Framework-4 th Edition Standards of Practice OT Code of Ethics Evaluation Terms & Process Evaluation: Where Do We Begin? | Hinojosa & Kramer Chapter 1 Framework- 4 th Edition Guidelines for Supervision, Roles, and Responsibilities During the Delivery of OT Services document | |
| 2 | The Occupational Profile Addressing Diversity in Occupational Therapy Assessment | Hinojosa & Kramer Chapter 13 Appendix A: Occupational Profile Template | |
| 3 | Lecture: Assessment Identification and Review of Assessments: Functional Performance/Occupation-Based Assessments <ul style="list-style-type: none">○ FIM○ KELS○ TFLS○ Barthel Index for Activities of Daily Living | Hinojosa & Kramer Chapter 3 Assessment Manuals Posted on Learning Platform | |
| 4 | Lecture: Evaluation in the Intervention Planning Process Administration of Evaluation Assessments: | Hinojosa & Kramer Chapter 3 and 6 Assessment Manuals Posted on Learning Platform | EXAM 1 |
| 5 | Lecture: Non-Standardized Assessments Assessments: <ul style="list-style-type: none">• Functional Cognitive Assessment | Hinojosa & Kramer Chapter 8 Assessment Manuals Posted on Learning Platform | Assessment Critique Due |

| | | | |
|----|--|--|---------|
| | <ul style="list-style-type: none"> ○ ACLS-5 • Visual Perceptual/Visual Motor Assessments <ul style="list-style-type: none"> ○ MVPT-4 ○ DTVP-3 ○ VMI | | |
| 6 | Lecture: Psychometric Properties of Standardized Assessments Assessments: <ul style="list-style-type: none"> • Pediatric Assessments <ul style="list-style-type: none"> ○ BOT-2 ○ PDMS-2 ○ THS-R | Hinojosa & Kramer Chapter 9 Assessment Manuals Posted on Learning Platform | |
| 7 | Lecture: Scoring and Interpreting Results <ul style="list-style-type: none"> • Assessments: <ul style="list-style-type: none"> ○ MOHO Assessments | Hinojosa & Kramer Chapter 10 Assessment Manuals Posted on Learning Platform | |
| 8 | Lecture: Interpretation and Documentation Assessments: Functional Performance/Occupation-Based Assessments <ul style="list-style-type: none"> ○ ACS ○ COPM Pediatric Assessments <ul style="list-style-type: none"> ○ REAL | Hinojosa & Kramer Chapter 11 Assessment Manuals Posted on Learning Platform | |
| 9 | Lecture: Health Literacy in Reporting Results Assessments: | Supervision Guidelines | EXAM II |
| 10 | Lecture: Role of COTAs in Evaluation Assessments: Functional Cognitive Assessments <ul style="list-style-type: none"> ○ VA SLUMS ○ MoCA ○ MMSE-2 ○ BDI-II | Assessment Manuals Posted on Learning Platform | |

| | | | |
|----|--|--|---|
| 11 | In Class Assessment Demonstrations/Simulations | | Assessment Scoring and Interpretation Due |
| 12 | Performance/Occupation-Based Assessments <ul style="list-style-type: none"> ○ RTI-E (screencast) ○ PEDI Pediatric Assessments <ul style="list-style-type: none"> ○ SFA ○ EASY OT | Assessment Manuals Posted on Learning Platform | Case Study Based Evaluation Plan |
| 13 | Assessments: Home Safety Assessments Cougar 5.0 | Assessment Manuals Posted on Learning Platform | |
| 14 | Lecture: Documentation Issues | <ul style="list-style-type: none"> • Guidelines for Documentation article • AOTA's Guidelines for Documentation • AOTA's Maximizing Clinical Documentation Fact Sheet • Reimbursement Guidelines Documents | |
| 15 | Wrap Up and Review | | |

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: Occupational Therapy/School of Health Sciences **Date** 1/12/2021

Course No. or Level: OT 513 **Title:** Theories and Frames of Reference in Occupational Therapy

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites OT 101, OT 201, OT 202, OT 410, or permission of department

Co-Requisites OT 503

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Dittling

Provost's Signature Peter King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 504 Theories and Frames of Reference in Occupational Therapy (3) This course will address the models and frames of reference utilized to guide assessment and intervention planning in occupational therapy for persons and groups. Integration of theoretical principles, clinical reasoning, and evidence-based practice, with respect for client-centered practice, will advance student skill in professional decision making.

Purpose:

1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

intervention planning in occupational therapy for persons and groups. Integration of theoretical principles, clinical reasoning, and evidence-based practice, with respect for client centered practice will advance student skill in professional decision making.

| Course Student Learning Outcomes | Evaluation Methods |
|---|---------------------------|
| 1. Discuss core concepts of the philosophical base of occupational therapy. | Exam |
| 2. Identify the meaning and function of theory from different perspectives, including theory development in basic and applied research. | Exam EBP Matrix |
| 3. Compare key features of models of practice that are utilized to employ holistic top down interpretations of occupation and dysfunction, including but not limited to the Model of the Human Occupation, PEO, and the Canadian Occupational Performance Model. | Exam |
| 4. Describe foundations, concepts, function/dysfunction perspectives and assessment processes from a variety of frames of reference that are commonly employed by occupational therapists for clients across the lifespan and in varied contexts. | Exam Mini Case Studies |
| 4. Apply major frames of reference used in the practice of occupational therapy that provide guidelines for utilizing the occupational therapy process to address occupational performance and developmental, psychosocial, sensory, behavioral, biomechanical, neuromotor, and cognitive/perceptual skills | Exam Mini Case Studies |
| 5. Explain the process of evidence-based practice (ACOTE 2018 Standard B 8.1, B 8.3) | EBP Matrix |
| 6. Create a search strategy including the identification of inclusion and exclusion criteria. | EBP Matrix |
| 7 Implement a comprehensive search of all appropriate electronic databases and resources. (ACOTE 2018 Standard B 6.6, B 8.3) | EBP Matrix |
| 8. Critique studies based on published hierarchies, the required characteristics, and the appropriate level of evidence. | EBP Matrix |
| 9. Evaluate the evidence by completing a critical review of selected research studies. (ACOTE 2018 Standard B 8.3, B. 8.5) | EBP Matrix |
| 10. Critique studies based on published hierarchies, the required characteristics, and the appropriate level of evidence, and display in a critical appraisal matrix. ACOTE 2018 Standard B 8.3, B. 8.5, B 8.7) | EBP Matrix |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 3. Be prepared to select and apply evidence-based evaluations and interventions, founded in theory and articulated to individuals utilizing principles of health literacy to achieve expected outcomes related to occupation | |
| Program Outcome 4. Analyze and apply occupations and adaptation in accordance with the Occupational Therapy Practice Framework with persons, groups, and populations to promote wellness and/or address limitations due to developmental or medical conditions, disease, injury or any situation impacting desired agency in occupational performance. | |



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Theories and Frames of Reference in Occupational Therapy
Course Number: OT 513
Credit Hours: 3
Semester: Spring Year 1

Pre-requisites: OT 500, OT 501, OT 502, OT 503
Co-requisites: OT 512

Course Coordinator: TBD

Office Number:

Office Phone:

E-mail:

Office hours:

Course Description: This course will address the models and frames of reference utilized to guide assessment and intervention planning in occupational therapy for persons and groups. Integration of theoretical principles, clinical reasoning, and evidence-based practice, with respect for client centered practice will advance student skill in professional decision making.

| Course Student Learning Outcomes | Evaluation Methods |
|--|---------------------------|
| 1. Discuss core concepts of the philosophical base of occupational therapy. | Exam |
| 2. Identify the meaning and function of theory from different perspectives, including theory development in basic and applied research. | Exam EBP Matrix |
| 3. Compare key features of models of practice that are utilized to employ holistic top down interpretations of occupation and dysfunction, including but not limited to the Model of the Human Occupation, PEO, and the Canadian Occupational Performance Model. | Exam |
| 4. Describe foundations, concepts, function/dysfunction perspectives and assessment processes from a variety of frames of reference that | Exam Mini Case Studies |

| | |
|---|---------------------------|
| are commonly employed by occupational therapists for clients across the lifespan and in varied contexts. | |
| 4. Apply major frames of reference used in the practice of occupational therapy that provide guidelines for utilizing the occupational therapy process to address occupational performance and developmental, psychosocial, sensory, behavioral, biomechanical, neuromotor, and cognitive/perceptual skills | Exam Mini Case Studies |
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| Program Learning Outcomes Related to Course Content | |
| Program Outcome 3. Be prepared to select and apply evidence-based evaluations and interventions, founded in theory and articulated to individuals utilizing principles of health literacy to achieve expected outcomes related to occupation | |
| Program Outcome 4. Analyze and apply occupations and adaptation in accordance with the Occupational Therapy Practice Framework with persons, groups, and populations to promote wellness and/or address limitations due to developmental or medical conditions, disease, injury or any situation impacting desired agency in occupational performance. | |
| Program Outcome 8. Be proficient in evaluating designing, applying and translating scholarly research and knowledge to support occupational therapy practice and serve as a foundation for professional development and lifelong learning. | |
| Program Outcome 9. Synthesize in-depth knowledge in a focused areas (ie; clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development) through the design and completion of a doctoral capstone and experience. | |

Teaching/Learning Strategies:

Teaching strategies will consist of voice-over lecture discussions, group work, presentations, written assignments, tests, case studies, library searches.

Required Textbooks:

Cole, M.B., & Tufano, R. (2020). *Applied Theories in Occupational Therapy: A Practical Approach* Second Edition Slack, Inc. ISBN 2978-1-61711-636-0

Garrard, J. (2014). *Health sciences literature review made easy: The matrix method*. 4th Edition. Sudbury, MA: Jones and Bartlett Publishers. ISBN: 9781284029987

Kramer, P. & Hinojosa, P. (2020). *Frames of reference for pediatric occupational therapy* (4rd ed.). Baltimore: Lippincott Williams & Wilkins. ISBN: 978-1-4963-9506-1

Recommended:

Law, M. & MacDermid, J. (Ed). (2014). *Evidence based rehabilitation: A guide to practice*. (3rd Edition). Thorofare, NJ: Slack, Inc. ISBN: 978-1-61711-021-4

Required Articles:

Gutman, S. (2009) How to appraise research: Elements of sound applied design, *American Journal of Occupational Therapy*, 63, 2, 123-125

Holm, M. (2000). Our Mandate for the New Millennium: Evidence-Based Practice, 2000 Eleanor Clark Slagle Lecture by Margo Holm, PhD., OTR.L, FAOTA. *American Journal of Occupational Therapy*, 54, (6), pages 575-585.

Lieberman, D. & Scheer, J. (2002). AOTA's evidence-based literature review project: An overview. *American Journal of Occupational Therapy*, 56 (3), 344-349. *May/June Issue) **Refer to TABLE 1 Levels of Evidence**

Lin, S., Murphy, S. & Robinson, J. (2010). Facilitating evidence-based practice: Process, strategies and resources. *American Journal of Occupational Therapy*, 64, (1), 164-171.

Ottenbacher, K., Tickle-Degnen, L. Hasselkus, B. (2002). Therapists awake: The challenge of evidence-based occupational therapy, *American Journal of Occupational Therapy*, 56(3), 247-249.

Copies of the Qualitative and Quantitative Critical Appraisal Forms
(Note: forms can be found in Law & MacDonald's textbook: Appendix A & Appendix C)

Methods of Evaluation:

In order to progress in the OT program, the student must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog, current edition*).

Classroom Evaluation Methods:

| Assignments | Percent |
|--|----------------|
| 2 Exams and a Final @ 15% each | 45 |
| Mini Case Application #1 – Group You will be assigned a case study of a client experiencing dysfunction, as well as a frame of reference to interpret this situation from. You will develop a 7 slide PPT with narration that summarizes your interpretation of this client from this perspective. This assignment will be completed in teams of 3. | 10 |
| Mini Case Application #2 – Individual You will be assigned a case study of a client experiencing dysfunction, as well as a frame of reference to interpret this situation from. You will develop a 7 slide PPT with narration that summarizes your interpretation of this client from this perspective. This assignment will be completed independently. | 10 |
| Evidence Based Matrix on a Particular Model or Frame of Reference You will utilize the EBP search process as identified in your Garrad textbook to thoroughly examine the research support for a particular model or frame of reference. Your search question will need to be approved by Week 8 class. Your paper will likely be approximately 15 pages in length with an attached matrix. In addition to handing in your paper and matrix, you will develop a one page power point slide to be shared with the class, and will record a 5 minute explanation of your matrix to be inserted in this document. These summaries will be posted to the learning platform so you can access the summary from each of your peers in class. You will be recording a 5 minute review of your matrix. | 35 |

Classroom Grading Scale:

| Alphabetic | Raw Score |
|-------------------|------------------|
| A | 93-100 |
| B+ | 89-92 |
| B | 85-88 |
| C+ | 81-84 |
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- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
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will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

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CONTENT INFORMATION**Topical Outline:**

| Week | Content | Resources | Evaluation Methods |
|-------------|--|---|---|
| 1 | Introduction Our Conceptual Foundations and State of the Evidence Relationship between theory, knowledge generation and evidence based practice. | | |
| 2 | Evidence Based Practice Roundtable Discussions | Gutman, S. (2009) Holm, M. (2000). Lieberman, D. & Scheer, J. (2002). Refer to TABLE 1 Levels of Evidence Lin, S., Murphy, S. & Robinson, J. (2010). Ottenbacher, K., Tickle-Degnen, L. Hasselkus, B. (2002). | |
| 3 | Philosophy, Paradigmatic Views and Dynamic Systems | Cole & Tufano Chapter 1 | |
| 4 | Models of Practice: Model of Human Occupation Person-Environment-Occupation | Cole & Tufano Chapter 5 | |
| 5 | Models of Practice: Occupational Adaptation Canadian Occupational Performance Model | Cole & Tufano Chapter 8 and Chapter 1 | |
| 6 | Frames of Reference Developmental Approaches | Kramer, Hinojosa & Howe: Chapter 1, 2, and 17 | Exam 1 |
| 7 | Sensory Integration Social Participation | Kramer, Hinojosa & Howe: Chapter 6 and 14 | |
| 8 | Preparation for the EBP Assignment | Garrad (2014). | Focused Question for EBP Matrix Due to Discuss in Class |

| | | | |
|----|--|--|-----------------------------------|
| | <ul style="list-style-type: none"> • Compare and contrast classification systems • How to write the Analysis & Synthesis section • Q & A + Review of critical appraisal of systematic review article (using CASP SR checklist). Compare to McMaster's CA tool for single quantitative and qualitative studies | | |
| 9 | Biomechanical and Rehabilitative Approaches | Cole and Tufano Chapter 15 Kramer, Hinojosa and Howe Chapter 9 | Mini Case Study 1: Groups Due |
| 10 | Neuromotor Approaches: Traditional, NDT and Constraint Induced Movement | Cole and Tufano Chapter 20 Kramer, Hinojosa and Howe Chapter 8 PPT | EXAM #2 |
| 11 | Motor Skill Acquisition | Cole and Tufano Chapter 21 Kramer, Hinojosa and Howe Chapter 12 | |
| 12 | Visual Perceptual Approaches | Kramer, Hinojosa and Howe Chapter 10 | Mini Case Study 2 Individuals Due |
| 13 | Cognitive Disabilities and Cognitive Behavioral | Cole and Tufano Chapters 13 and 14 | EBP Matrix Due |
| 14 | International Models and Perspectives | Cole & Tufano Chapter 13, 1 | |
| 15 | Strength Based Approaches | Kramer, Hinojosa and Howe Chapter 15 | Exam Mini Case Studies |

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: Occupational Therapy/School of Health Sciences Date 1/12/2021

Course No. or Level: OT 514 Title: Leadership and Management in Occupational Therapy

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites OT 512, OT 513 Co-Requisites _____

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Dittling

Provost's Signature Pete King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 505 Leadership and Management (3) This course will explore leadership and management theories and practices across service delivery environments in occupational therapy. The innovation, promotion, development, implementation, and evaluation of therapy services in traditional and emerging areas will be addressed. Personnel and financial resource management, strategic planning, supervision of personnel, and the development of a professional development plan is addressed.

- Purpose:
1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
 2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

| | |
|--|--------------------------------|
| 1. Develop, implement and evaluate consultative processes with individuals, programs, or communities in collaboration with inter- and intraprofessional colleagues. (2018 ACOTE Standard B 4.19) | Exam Business Plan |
| 2. Develop, implement and evaluate for care coordination and case management services. (2018 ACOTE Standard B 4.20) | Exam Business Plan |
| 3. Interact intra-professionally with occupational therapy assistants according to role delineation and supervision. (2018 ACOTE Standard B 4.24) | Exam s Business Plan |
| 4. Develop and evaluate aspects of business plans, financial management models, program evaluation models, and strategic planning documents. (2018 ACOTE Standard B 5.3) | Business Plan |
| 5. Describe varied means to utilize legislative and regulatory structures, and to examine their effects on practice and policy, as well as persons, groups, and populations. (2018 ACOTE Standard B 5.4) | Exams Business Plan |
| 6. Apply knowledge of credentialing and requirements for licensure, certification, or registration consistent with federal and state laws to program planning and other professional activities. (2018 ACOTE Standard B 5.5) | Exams |
| 7. Demonstrate skills and strategies to competently supervise, evaluate and provide staff development activities for occupational therapy and non-occupational therapy personnel. (2018 ACOTE Standard B 5.8) | Exams Business Plan |
| 8. Advocate for occupational therapy, occupational therapy services and the clients we service to consumers, employers, administrators, colleagues, third-party payers, regulatory boards, policymakers, other audiences. | Exams Business Plan |
| 9. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. | Exams Business Plan |
| 10. Promote policy development and implementation that address social, economic, political, geographic, and demographic factors that influence health and wellness. | Exams Business Plan |
| 11. Develop a leadership plan that includes varied options for utilizing leadership skills, based on individualized strengths and goals. | Leadership Profile and Plan |
| 12. Develop a business plan that incorporates needs assessment, SWOT analysis, staffing needs assessment, facility and supplies needs, market analysis, marketing | Business Plan |



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Leadership and Management in Occupational Therapy
Course Number: OT 514
Credit Hours: 3
Semester: Summer Year 1

Pre-requisites: OT 512, OT 513
Co-requisites: None

Course Coordinator: TBD

Office Number:

Office Phone:

E-mail:

Office hours:

Course Description: This course will explore leadership and management theories and practices across service delivery environments in occupational therapy. The innovation, promotion, development, implementation and evaluation of therapy services in traditional and emerging areas will be addressed. Personnel and financial resource management, strategic planning, supervision of personnel and the development of a professional development plan is addressed.

| Course Student Learning Outcomes | Evaluation Measures |
|--|----------------------------|
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| | |
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| 7. Demonstrate skills and strategies to competently supervise, evaluate and provide staff development activities for occupational therapy and non-occupational therapy personnel. (2018 ACOTE Standard B 5.8) | Exams Business Plan |
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| 13. Identify individual and professional benefits from participating and engaging in local, national, and international leadership positions in organizations or agencies. (2018 ACOTE Standard B 7.2) | Leadership Plan Discussions |

| | |
|--|------------------------|
| 14. Utilize and abide by the American Occupational Therapy Association (AOTA) <i>Occupational Therapy Code of Ethics</i> and AOTA <i>Standards of Practice</i> in making professional plans and decisions. | Exams Business Plan |
| 15. Incorporate knowledge of liability issues in all professional contexts, including when applying productivity standards and working on a contractual basis. | Exams Business Plan |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 2 Demonstrate entry-level competence as a generalist utilizing occupation- based practice in a client centered manner, with broad exposure to delivery models and systems in traditional and emerging practice settings | |
| Program Outcome 5 Demonstrate actions that reflect respect for diversity, ethical standards and individual agency and autonomy in each professional, interprofessional and therapeutic relationship. | |
| Program Outcome 6 Demonstrate the ability to effectively advance the goals of programs, organizations and individuals by serving as an interprofessional clinician, leader, researcher manager, supervisor, consultant and advocate. | |
| Program Outcome 7 Design and implement programs and educational experiences, incorporating an understanding of needs assessment, program management, curricular goals, teaching learning strategies, and program evaluation and revision practices. | |
| Program Outcome 10 Develop competencies in knowledge translation to design client centered and occupation-based community programming, administered in therapeutic relationships, to address community needs, including the PeeDee region. | |

Teaching/Learning Strategies:

Teaching strategies will consist of voice-over lecture, panel discussions, group work, presentations, written assignments, tests, and case scenarios.

Required Textbooks:

Braveman, B. (2016). *Leading & managing occupational therapy services: An evidence-based approach*. Philadelphia: F.A. Davis Company.

Schell, B. A., & Gillen, G. (2019). *Willard and Spackman's occupational therapy*. Philadelphia: Wolters Kluwer.

Required Articles

Belkis Landa-Gonzalez (2008) To assert or not to assert: Conflict management and occupational therapy students, *Occupational Therapy In Health Care*, 22, 54-70, DOI: [10.1080/07380570802244464](https://doi.org/10.1080/07380570802244464)

Enforcement Procedures for the AOTA Occupational Therapy Code of Ethics. (2019). *American Journal of Occupational Therapy*, 73(Supplement_2). doi:10.5014/ajot.2019.73s210

American Occupational Therapy Association. (2020). Occupational therapy's commitment to diversity, equity, and inclusion. *American Journal of Occupational Therapy*, 74(Suppl. 3), 7413410030. <https://doi.org/10.5014/ajot.2020.74S3002>

American Occupational Therapy Association. (2020). Guidelines for supervision, roles, and responsibilities during the delivery of occupational therapy services. *American Journal of Occupational Therapy*, 74(Suppl. 3), 7413410020. <https://doi.org/10.5014/ajot.2020.74S3004>

American Occupational Therapy Association. (2015). Occupational therapy code of ethics (2015). *American Journal of Occupational Therapy*, 69(Suppl. 3), 6913410030. <http://dx.doi.org/10.5014/ajot.2015.696S03>

Methods of Evaluation:

In order to progress in the OT program, the student must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog, current edition*).

Classroom Evaluation Methods:

| Assignments | Percent |
|---|---------|
| Midterm and Final Exam, 25% each | 50% |
| Business Plan The business plan will be developed for a new program in an existing organization, or a freestanding situation, and may be planned to address programs serving between approximately 20 to hundreds of clients or individuals. It is anticipated that business plans will be approximately 15-20 pages in length, and be comprehensive in addressing purpose, staffing, program components, payment structures, policies, facilities, leadership and management models. A template and rubric will be provided. | 25% |
| Leadership Plan Students will take a leadership assessment, and develop a 5 page leadership plan for the upcoming 5 years, based on completing a review of the entire AOTA website as well as the results of their leadership assessment. A rubric will be provided. | 25% |

Classroom Grading Scale:

| Alphabetic | Raw Score |
|-------------------|------------------|
| A | 93-100 |
| B+ | 89-92 |
| B | 85-88 |
| C+ | 81-84 |
| C | 77-80 |
| F | 76 or below |

Rounding:

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

ACADEMIC INFORMATION**Attendance Policy:**

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than fifteen percent (15%) of required sessions during accelerated semesters, a grade of “F” or “W” will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

Online participation is necessary for any courses offered online.

Test Taking Guidelines:

Before each quiz/test/exam students will:

- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic zero “0”.
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

Written Paper Requirements:

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.

- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learn System unless instructed otherwise.

E-mail:

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

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CONTENT INFORMATION

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|------|--|---|--------------|
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| 2 | Understanding Practice Contexts Working within Organization Roles and Functions of Supervisors vs Managers | Braveman Chapters 3 4, 6, 7 | |
| 3 | Organizational Communication and Interprofessional Collaboration Features in Development of a Business Plan | Braveman Chapters 5 and 8 AOTA 2020 | |
| 4 | Strategic Planning and Managing Change | Braveman Chapters 9 and 10 Grace, P. (2008). Strategic Planning Design and Implementation. OT Practice, Vol. 13, Issue 19, CE-1–CE-8. Strategic Planning for Dummies | |
| 5 | Financial Planning, Budgeting, Contracts | Braveman Chapter 11 Glennon, T. (2010). Starting a New Professional Venture - Financial Considerations. OT Practice, AOTA Article Code CEA0810 | |
| 6 | Midterm Exam Payment for Services in the US Documentation Reimbursement, and Coding | Willard & Spackman, Chapter 74 | Midterm Exam |
| 7 | Documentation Reimbursement, and Coding | Willard & Spackman, Chapter 74 | |
| 8 | Marketing | Braveman Chapter 14 | |

| | | | |
|----|--|--|---------------------|
| 8 | Supervision and Promoting Competence | Braveman Chapter 12 Willard & Spackman, Chapter 70, 72 AOTA 2020 Supervision Article | |
| 9 | Conflict Resolution | Belkis 2008 | |
| 10 | Ethical Scenarios and Decision Making | Willard & Spackman, Chapter 36 Article on AOTA Enforcement Procedures AOTA 2015 Code of Ethics | Business Plan Due |
| 11 | Business Plan Roundtable Discussions | | |
| 12 | Leaders of Our Profession Roundtable: Leadership Profile | | |
| 13 | Consulting as an OT Professional | Willard & Spackman, Chapter 73 | Leadership Plan Due |
| 14 | Leadership Plan Discussions | | |
| 15 | Review | | |

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: Occupational Therapy/School of Health Sciences **Date** 1/12/2021

Course No. or Level: OT 515 **Title:** Technologies and Environmental Adaptations

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites OT 511 Co-Requisites OT 611, OT 611 FW

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Sittings

Provost's Signature Pete King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 506 Technologies and Environmental Adaptations (3) This course will focus on assessment and intervention recommendations for modifications in such areas as seating and positioning, environmental adaptations, community access, and assistive technology. Exploration of funding sources, instruction to caregivers, and the promotion of interprofessionalism and health literacy will be included.

Purpose:

1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

Teaching method planned:

| | |
|---|--|
| 8. Manipulate and modify scale, lighting, sound, and temperature to lessen dysfunction and promote performance. (ACOTE 2018 Standard B 5.23) | Exam Analysis of Work Environment Telehealth Applications |
| 11. Evaluate for basic mobility needs of individuals using a wheelchair prescription. (ACOTE 2018 Standard B 5.10) | Exam Adaptive Sports and Leisure |
| 12. Provide recommendations and training in techniques to enhance community mobility, including public transportation, community access, and issues related to driver rehabilitation. | Exam |
| 14. Use effective professional communications in all aspects of collaboration with other professionals and in training of clients, based on best practices in health literacy. (ACOTE 2018 Standard B 5.24) | ADA Assessment Analysis of Work Environment Telehealth Applications |
| 15. Identify potential reimbursement mechanisms and alternate funding sources for technology to support participation. | Exams Analysis of Work Environment Adaptive Sports and Leisure |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 2. Demonstrate entry-level competence as a generalist utilizing occupation-based practice in a client centered manner, with broad exposure to delivery models and systems in traditional and emerging practice settings | |
| Program Outcome 3. Be prepared to select and apply evidence-based evaluations and interventions, founded in theory and articulated to individuals utilizing principles of health literacy to achieve expected outcomes related to occupation | |
| Program Outcome 4. Analyze and apply occupations and adaptation in accordance with the Occupational Therapy Practice Framework with persons, groups, and populations to promote wellness and/or address limitations due to developmental or medical conditions, disease, injury or any situation impacting desired agency in occupational performance. | |
| Program Outcome 11. Demonstrate competence in the application of entry level and advanced clinical skills and technologies in accordance with standards of practice including precautions, contraindications and safety requirements. | |

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Technologies and Environmental Adaptations
Course Number: OT 515
Credit Hours: 3
Semester: Fall Year II

Pre-requisites: OT 511
Co-requisites: OT 611, OT 611FW

Course Coordinator: TBD

Office Number:

Office Phone:

E-mail:

Office hours:

Course Description: This course will focus on assessment and intervention recommendations for modifications in such areas as seating and positioning, environmental adaptations, community access, and assistive technology. Exploration of funding sources, instruction to caregivers and the promotion of interprofessionalism and health literacy will be included.

| Course Student Learning Outcomes | Evaluation Methods |
|---|---|
| 1. Assess the impact of environments on the occupational performance, considering the physical, personal, temporal, social/cultural, virtual, and spiritual dimensions. (ACOTE 2018 Standard B 2.9) | Exam ADA Assessment Analysis of Work Environment |
| 2. Critique, utilizing ADA principles and guidelines, both typical and adapted environments and the rationale for design in home, school and work settings. | Exam ADA Assessment Analysis of Work Environment |
| 3. Provide explanations and training to clients and caregivers regarding modifications to the environment to compensate for physical, sensory, or cognitive limitations. (ACOTE 2018 Standard B 5.23) | Exam Adaptive Sports and Leisure ADA Assessment Analysis of Work |

| | |
|--|--|
| | Environment Telehealth Applications |
| 4. Incorporate principles of universal design in client programming. | Exam ADA Assessment Analysis of Work Environment |
| 5. Evaluate ergonomic factors in a variety of environments, including home, school, work environment and community to promote wellness, prevent dysfunction and enhance participation. (ACOTE 2018 Standard B 5.9) | Exam Adaptive Sports & Leisure ADA Assessment Analysis of Work Environment |
| 6. When presented with a physical setting and client case description, make recommendations for cost-effective, low tech adaptations and compensatory strategies that will remove environmental barriers for that individual. (ACOTE 2018 Standard B 2.10, B 5.24) | Exam |
| 7. Design, fabricate, apply fit and train others in of various assistive technologies and devices. (ACOTE 2018 Standard B 2.10, B 5.10, B.5.23) | Exam Adaptive Sports and Leisure |
| 8. Manipulate and modify scale, lighting, sound, and temperature to lessen dysfunction and promote performance. (ACOTE 2018 Standard B 5.23) | Exam Analysis of Work Environment Telehealth Applications |
| 11. Evaluate for basic mobility needs of individuals using a wheelchair prescription. (ACOTE 2018 Standard B 5.10) | Exam Adaptive Sports and Leisure |
| 12. Provide recommendations and training in techniques to enhance community mobility, including public transportation, community access, and issues related to driver rehabilitation. | Exam |
| 14. Use effective professional communications in all aspects of collaboration with other professionals and in training of clients, based on best practices in health literacy. (ACOTE 2018 Standard B 5.24) | ADA Assessment Analysis of Work Environment Telehealth Applications |
| 15. Identify potential reimbursement mechanisms and alternate funding sources for technology to support participation. | Exams Analysis of Work Environment Adaptive Sports and Leisure |

| Program Learning Outcomes Related to Course Content |
|---|
| Program Outcome 2. Demonstrate entry-level competence as a generalist utilizing occupation- based practice in a client centered manner, with broad exposure to delivery models and systems in traditional and emerging practice settings |
| Program Outcome 3. Be prepared to select and apply evidence-based evaluations and interventions, founded in theory and articulated to individuals utilizing principles of health literacy to achieve expected outcomes related to occupation |
| Program Outcome 4. Analyze and apply occupations and adaptation in accordance with the Occupational Therapy Practice Framework with persons, groups, and populations to promote wellness and/or address limitations due to developmental or medical conditions, disease, injury or any situation impacting desired agency in occupational performance. |
| Program Outcome 11. Demonstrate competence in the application of entry level and advanced clinical skills and technologies in accordance with standards of practice including precautions, contraindications and safety requirements. |

Teaching/Learning Strategies:

Teaching strategies will consist of voice-over lecture, audio-visual aids, discussions, group work, presentations, written assignments, tests, computer-assisted instructions, simulations observation of student performance in the lab/clinical setting.

Required Textbook

Cook, A., & Polgar, J. M. (2012). *Essentials of assistive technologies*. St. Louis, MO: Elsevier.
ISBN: 978-0-323-07536-7

Methods of Evaluation:

In order to progress in the OT program, the student must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog, current edition*).

Classroom Evaluation Methods:

| Assignments | Percent |
|--|----------------|
| Analysis of Work Environment Students will complete an ergonomic assessment of a specific work environment on campus, developing a 2 page brochure or handout with recommendations for workers in that environment to prevent injury and enhance performance. Make recommendations for funding for modifications | 20 |
| Telehealth Applications Students will develop a model for conducting a telehealth intervention session, incorporating two technology applications and two activities with everyday household items. A recording of a simulated session with a peer or family member utilizing these four interventions should be recorded and submitted. | 20 |
| Adaptive Sports and Leisure Students should investigate the literature to find an adaptive sport or leisure activity that can be shared with the class. Creative means to share the sport or leisure activity in a 10 minute time frame should be developed. Include a budget for establishing this as a new occupation. | 20 |
| ADA Assessment of Community Facility, Park, Public Access In teams of 2-3, students should use the ADA CAT to assess an area of campus or the community. A professionally written 4-5 page report should be developed to summarize areas of non-compliance and to provide recommendation for improved access. | 20 |
| Final Exam | 20 |

Classroom Grading Scale:

| Alphabetic | Raw Score |
|-------------------|------------------|
| A | 93-100 |
| B+ | 89-92 |
| B | 85-88 |
| C+ | 81-84 |
| C | 77-80 |
| F | 76 or below |

Rounding:

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

ACADEMIC INFORMATION**Attendance Policy:**

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than fifteen percent (15%) of required sessions during accelerated semesters, a grade of “F” or “W” will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

Online participation is necessary for any courses offered online.

Test Taking Guidelines:

Before each quiz/test/exam students will:

- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic zero “0”.
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

Written Paper Requirements:

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learn System unless instructed

E-mail:

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states "please address this email in a professional manner." Each email should address one issue.

Social Networking Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and/or pictures about the FMU OT program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy:

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University's Title IX Coordinator (titleixcoordinator@fmarion.edu)

Student Responsibilities:

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, and the *University Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Americans with Disabilities Act (ADA):

If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center. Accommodations will be made with proper documentation from the University Counseling and Testing Center. The student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the student would like to use the accommodations. If at any time during the semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Grievance Procedure:

The Department of Occupational Therapy adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the OT program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*.

Guidelines for Faculty Appointments:

All faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible, the student may request the faculty to meet at another time.

Academic Dishonesty:

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Code of Ethics:

The School of Health Sciences subscribes to the “Code of Student Conduct” as defined in the “Students’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the OT profession.

HIPAA:

The Francis Marion University Occupational Therapy Program is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is important to remember to be compliant with the HIPAA rules in class as well as in clinic.

Definition of Unprofessional Behavior:

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment

- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior:

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences' student towards another student, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic advisor. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Department Chair and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

****All academic warnings are cumulative throughout the program.**

Computer Use:

Because computers are an essential learning tool, every student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)
- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable. All devices must have at least a 90-minute battery capacity when fully charged, since some classrooms do not provide individual electrical outlets for students. Personal handheld devices are recommended that can download eBooks for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

CONTENT INFORMATION

Topical Outline:

| Week | Content | Resources | Evaluation |
|------|---|--|--|
| 1 | Review Syllabus, course expectations, and assignments Intro and Overview Universal Design | Cook & Polgar Chapters 1 and 2 | |
| 2 | Framework for Assistive Technology HAAT Model ADA Regulations | Cook & Polgar Chapters 1 and 2 | |
| 3 | Assessing the built environment | Hands-on activity to assess the ADA compliance of areas of the campus | |
| 4 | AT and the Consumer | Cook & Polgar Chapters 3 | |
| 5 | Sensory Aids: Visual and Auditory | Cook & Polgar Chapters 8 and 9 ADA compliance paper and letter due | Analysis of Work Environment Due |
| 6 | Universal Design Presentations and Discussion | Universal Design Paper and Presentation due | |
| 7 | Seating Systems, Wheelchairs, and Mobility | Cook & Polgar Chapters 4 and 12 | |
| 8 | Control Interfaces, and Access | Cook & Polgar Chapters 7 | |
| 9 | Computer Access Input Lab | Cook & Polgar Chapters 5 and 6 Hands on demonstration/activities | |
| 10 | Computer Access Output Lab | Cook & Polgar Chapters 5 and 6 Hands on demonstration/activities | Adaptive Sports and Leisure Assignment Due |
| 11 | Manipulation and control of the environment Adaptive Sports and Leisure Roundtables | Cook & Polgar Chapter 14 | |

| | | | |
|----|--|--------------------------|-----------------------------|
| 12 | Assistive and Augmentative Communication | Cook & Polgar Chapter 11 | Telehealth Applications Due |
| 13 | Cognitive Aids and Technologies | Cook & Polgar Chapter 10 | |
| 14 | Sensory/Communication Strategies for Clients with Disabilities | | ADA Assessment Due |
| 15 | Wrap Up, Review | | |

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: Occupational Therapy/School of Health Sciences Date 1/12/2021

Course No. or Level: OT 602 Title: Occupational Justice and Disparities in the Community

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites OT 101, OT 201, OT 202, OT 410, or permission of department

Co-Requisites OT 602FW

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Sittling

Provost's Signature Peter King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 602 Occupational Justice and Disparities in the Community (3) This course will explore the concepts of health disparity and occupational justice and deprivation from a global, national, and local level. Students will analyze ways in which factors such as education, poverty, climate, race, location, and socio-political aspects can be barriers to achieving health, wellness, and the right to pursue meaningful, satisfying, and productive lifestyles. A Level I experience is associated with this course.

- Purpose:
1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
 2. What should the course do for the student?

This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

Teaching method planned:

Roundtable facilitated discussions, community research, interviews, videos, self-assessments, written assignments, journaling.

Textbook and/or materials planned (including electronic/multimedia):

Required Textbooks:

Fazio, L. S. (2017). *Developing occupation-centered programs with the community*. Thorofare, NJ: Slack Incorporated.

Required Articles:

Angell, A. M., Goodman, L., Walker, H. R., McDonald, K. E., Kraus, L. E., Elms, E. H. J., Frieden, L., Sheth, A. J., & Hammel, J. (2020). "Starting to Live a Life": Understanding Full Participation for People with Disabilities After Institutionalization. *The American Journal of Occupational Therapy: Official Publication of the American Occupational Therapy Association*, 74(4).

Ahmed, S., Siad, F. M., Manalili, K., Lorenzetti, D. L., Barbosa, T., Lantion, V., Lu, M., Quan, H., & Santana, M. J. (2018). How to measure cultural competence when evaluating patient-centred care: a scoping review. *BMJ open*, 8(7), e021525. <https://doi.org/10.1136/bmjopen-2018-021525>

American Occupational Therapy Association. (2020). Occupational therapy's commitment to diversity, equity, and inclusion. *American Journal of Occupational Therapy*, 74(Suppl. 3), 7413410030.

Bronheim, S., & Sockalingam, S. (2003). A guide to choosing and adapting culturally and linguistically competent health promotion materials. Washington, D.C.: National Center for Cultural Competence, Georgetown University Center for Child and Human Development.

Jaegers, L. A., Skinner, E., Conners, B., Hayes, C., West-Bruce, S., Vaughn, M. G., Smith, D. L., & Barney, K. F. (2020). Evaluation of the Jail-Based Occupational Therapy Transition and Integration Services Program for Community Reentry. *The American Journal of Occupational Therapy: Official Publication of the American Occupational Therapy Association*, 74(3), 7403205030p1-7403205030p11.

Mthembu, T. G., Wegner, L., & Roman, N. V. (2017). Spirituality in the Occupational Therapy Community Fieldwork Process: A qualitative study in the South African context. *South African Journal of Occupational Therapy*, 47(1), 16–23.

Munoz, J. P. (2007). Culturally responsive caring in occupational therapy. *Occupational Therapy International*, 14(4), 256–280. <http://dx.doi.org/10.1002/oti.238>

Course Content:

This course will explore the concepts of health disparity and occupational justice and deprivation from a global, national and local level. Students will analyze ways in which factors such as education, poverty, climate, race, location and socio-political aspects can be barriers to achieving health, wellness and the right to pursue meaningful, satisfying and productive lifestyles. A Level I experience is associated with this course.

| Course Student Learning Outcomes | Evaluation Methods |
|---|---|
| 1. Consider the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. (ACOTE 2018 Standard B.1.3) | Exams Advocacy Document |
| 2. Assess the balance of occupation; the potential role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for specific populations within the region. (ACOTE 2018 Standard B.3.4) | Exam Regional Scan |
| 3. Develop strategies to obtain information about regional epidemiological factors that impact the public health and welfare of populations. (ACOTE 2018 Standard B.1.3) | Regional Scan |
| 4. Apply principles of health literacy to interactions with community members and in the development of surveys or materials for the public and recipients of service. (ACOTE 2018 Standard B.5.18) | Advocacy Document Community PEP |
| 5. Integrate current social, economic, political, geographic, and demographic factors to promote policy development and the application of concepts of occupational justice within the community. | Community PEP |
| 6. Demonstrate insight in regards to how aspects such as personality, history, bias and culture can impact one's judgement and their ability to interact therapeutically with others. | Journal Reflection |
| 7. Evaluate access to community resources, and design community or primary care programs to support occupational performance for persons, groups, and populations (ACOTE 2018 Standard 4.27) | Exams Community PEP Regional Scan |
| 8. Compare and contrast community models that may be applied to intervene to address population issues. | Exam Community PEP |
| Program Learning Outcomes Related to Course Content | |

Program Outcome 5 Demonstrate actions that reflect respect for diversity, ethical standards and individual agency and autonomy in each professional, interprofessional and therapeutic relationship.

Program Outcome 10 Develop competencies in knowledge translation to design client centered and occupation-based community programming, administered in therapeutic relationships, to address community needs, including the PeeDee region.

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Occupational Justice and Disparities in the Community
Course Number: OT 602
Credit Hours: 3
Semester: Spring Year 1

Pre-requisites: OT 500, OT 501, OT 502, OT 503
Co-requisites: OT 602FW Level I Fieldwork: Groups

Course Coordinator: TBD

Office Number:

Office Phone:

E-mail:

Office hours:

Course Description: This course will explore the concepts of health disparity and occupational justice and deprivation from a global, national and local level. Students will analyze ways in which factors such as education, poverty, climate, race, location and socio-political aspects can be barriers to achieving health, wellness and the right to pursue meaningful, satisfying and productive lifestyles. A Level I experience is associated with this course.

| Course Student Learning Outcomes | Evaluation Methods |
|---|-------------------------------|
| 1. Consider the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. (ACOTE 2018 Standard B.1.3) | Exams Advocacy Document |
| 2. Assess the balance of occupation; the potential role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for specific populations within the region. (ACOTE 2018 Standard B.3.4) | Exam Regional Scan |
| 3. Develop strategies to obtain information about regional epidemiological factors that impact the public health and welfare of populations. (ACOTE 2018 Standard B.1.3) | Regional Scan |

| | |
|---|---|
| 4. Apply principles of health literacy to interactions with community members and in the development of surveys or materials for the public and recipients of service. (ACOTE 2018 Standard B.5.18) | Advocacy Document Community PEP |
| 5. Integrate current social, economic, political, geographic, and demographic factors to promote policy development and the application of concepts of occupational justice within the community. | Community PEP |
| 6. Demonstrate insight in regards to how aspects such as personality, history, bias and culture can impact one's judgement and their ability to interact therapeutically with others. | Journal Reflection |
| 7. Evaluate access to community resources, and design community or primary care programs to support occupational performance for persons, groups, and populations (ACOTE 2018 Standard 4.27) | Exams Community PEP Regional Scan |
| 8. Compare and contrast community models that may be applied to intervene to address population issues. | Exam Community PEP |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 5 Demonstrate actions that reflect respect for diversity, ethical standards and individual agency and autonomy in each professional, interprofessional and therapeutic relationship. | |
| Program Outcome 10 Develop competencies in knowledge translation to design client centered and occupation-based community programming, administered in therapeutic relationships, to address community needs, including the PeeDee region. | |

Teaching/Learning Strategies: Roundtable facilitated discussions, community research, interviews, videos, self-assessments, written assignments, journaling.

Required Textbooks:

Fazio, L. S. (2017). *Developing occupation-centered programs with the community*. Thorofare, NJ: Slack Incorporated.

Required Articles:

Angell, A. M., Goodman, L., Walker, H. R., McDonald, K. E., Kraus, L. E., Elms, E. H. J., Frieden, L., Sheth, A. J., & Hammel, J. (2020). "Starting to Live a Life": Understanding Full Participation for People with Disabilities After Institutionalization. *The American Journal of Occupational Therapy: Official Publication of the American Occupational Therapy Association*, 74(4).

Ahmed, S., Siad, F. M., Manalili, K., Lorenzetti, D. L., Barbosa, T., Lantion, V., Lu, M., Quan, H., & Santana, M. J. (2018). How to measure cultural competence when evaluating patient-centred care: a scoping review. *BMJ open*, 8(7), e021525. <https://doi.org/10.1136/bmjopen-2018-021525>

American Occupational Therapy Association. (2020). Occupational therapy's commitment to diversity, equity, and inclusion. *American Journal of Occupational Therapy*, 74(Suppl. 3), 7413410030.

Bronheim, S., & Sockalingam, S. (2003). A guide to choosing and adapting culturally and linguistically competent health promotion materials. Washington, D.C.: National Center for Cultural Competence, Georgetown University Center for Child and Human Development.

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Munoz, J. P. (2007). Culturally responsive caring in occupational therapy. *Occupational Therapy International*, 14(4), 256–280. <http://dx.doi.org/10.1002/oti.238>

Classroom Grading Scale:

| Alphabetic | Raw Score |
|------------|-------------|
| A | 93-100 |
| B+ | 89-92 |
| B | 85-88 |
| C+ | 81-84 |
| C | 77-80 |
| F | 76 or below |

Rounding:

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

Methods of Evaluation:

In order to progress in the OT program, the student must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog, current edition*).

Classroom Evaluation Methods:

| Assignments | Percent |
|---|---------|
| Reflective Journal Students will be provided with prompts, to consider every other week throughout the semester, as a means to reflect on the content and experiences covered in the course. The purpose of this assignment is to develop insight in regards to how aspects such as personality, history, bias and culture can impact one's judgement and their ability to interact therapeutically with others. | 10 |
| Exams (Midterm and Final @ 15%) | 30 |
| Community Population Event Plan (Community PEP) Students will join teams after completing their regional scan, to begin to conduct a needs assessment and reach out to the community to plan a one day occupation focused event in the community. The AFWC will assist in facilitating community members to reach out for to develop this project. While the planning and behind the scenes work will be completed in this course, the actual community planning meetings and the event itself will serve as your Level I Fieldwork experience associated with this course. | 25 |
| Regional Scan The regional scan is a quick needs assessment that takes into account epidemiological factors in the regional community to ascertain need and the appropriateness for a potential collaboration in the form of the one day community event. | 15 |
| Advocacy Document/Action Students will be required to identify an issue in the community where they can take an action to advocate for an issue. It can be attending a Council meeting, writing a letter to a representative, participating in a Town Hall, etc. Please have your planned advocacy action pre-approved by the instructor. You will document your action with a 2 page reflection paper that will be shared with your peers near the end of the semester. | 20 |

ACADEMIC INFORMATION

Attendance Policy:

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than fifteen percent (15%) of required sessions during accelerated semesters, a grade of “F” or “W” will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

Online participation is necessary for any courses offered online.

Test Taking Guidelines:

Before each quiz/test/exam students will:

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This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
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will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

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Students are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and/or pictures about the FMU OT program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

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The School of Health Sciences subscribes to the “Code of Student Conduct” as defined in the “Students’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook* and *Catalog (current editions)*. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the OT profession.

HIPAA:

The Francis Marion University Occupational Therapy Program is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is important to remember to be compliant with the HIPPA rules in class as well as in clinic.

Definition of Unprofessional Behavior:

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior

- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior:

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences' student towards another student, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic advisor. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Department Chair and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

****All academic warnings are cumulative throughout the program.**

Computer Use:

Because computers are an essential learning tool, every student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)
- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable.

All devices must have at least a 90-minute battery capacity when fully charged, since some classrooms do not provide individual electrical outlets for students. Personal handheld devices are recommended that can download eBooks for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

CONTENT INFORMATION

Topical Outline:

| Week | Content | Resources | Evaluation |
|------|--|--|----------------------------------|
| 1 | Syllabus Introduction to Course Self-Assessments | | |
| 2 | Brainstorming and Generating Passion for Our Community. Students organized in groups to share key ideas from the community programs. Form Regional Scan Groups. | Fazio: Chapters 17- 21. Read the chapter assigned to you, and 2 others. AFWC Guest Instructor | |
| 3 | Brainstorming and Generating Passion for Our Community. Students organized in groups to share key ideas from the community programs. | Fazio: Chapters 22- 26. Read the chapter assigned to you, and 2 others. AFWC Guest Instructor | |
| 4 | Building a Foundation | Fazio Chapters 1-5 | |
| 5 | Needs Assessment | Fazio Chapter 7-8 | Regional Scan Reports |
| 6 | Preparing Oneself to Be Responsive | Munoz (2007) Ahmed, et al (2018) | |
| 7 | Knowing Stakeholders and Developing Community Capacity | Fazio Chapter 9 | Advocacy /Document Action Due |
| 8 | In Class Research and Event Planning | Jaegers, et al (2020) | Midterm Exam |
| 9 | In Class Research and Event Planning | Mthembu,et al. (2017) | |
| 10 | In Class Research and Event Planning | | |
| 11 | Advocacy Updates: Student Informally report on their advocacy action and any response. | | |
| 12 | Further Developing the Events: Becoming a Program? | Fazio Chapter 10 and 16 | |
| 13 | Sustaining the Connection: Panel of Community Leaders and Participants | Complete any remaining Chapters from Fazio 17-26. | Reflective Journal |

| | | | |
|----|------------------------------|---|--|
| 14 | Event Evaluation and Sharing | Complete any remaining Chapters from Fazio 17-26. | |
| 15 | Wrap Up, Review | | |

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: Occupational Therapy/School of Health Sciences Date 1/12/2021

Course No. or Level: OT 602FW Title: Level I Fieldwork I: Groups

Semester hours 1 Clock hours: Lecture _____ Laboratory 1

Prerequisites OT 101, OT 201, OT 202, OT 410, or permission of department

Co-Requisites OT 602

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Bittins

Provost's Signature Peter King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 602FW Level I Fieldwork 1: Groups (1, P/F) This fieldwork experience will integrate OT 602 course concepts and needs assessment in faculty-led group interventions in the regional community. Emphasis will be placed on underserved populations living in the community and/or at-risk populations

- Purpose:
1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
 2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

Teaching method planned:

Teaching strategies will consist of instructor-facilitated and student-initiated community interactions, program planning, group work, reading, written assignments, community involvement.

Textbook and/or materials planned (including electronic/multimedia):

Required Textbooks:

Fazio, L. S. (2017). *Developing occupation-centered programs with the community*. Thorofare, NJ: Slack Incorporated.

Weiss, D. F., Morgan, M. J., & Tilin, F. J. (2018). *The interprofessional health care team: Leadership and development*. 186 p.: Jones & Bartlett Learning.

Course Content:

This fieldwork experience will integrate OT 602 course concepts and needs assessment in facilitated group interventions in the regional community. Emphasis will be placed on underserved populations living in the community and/or at-risk populations

| Course Student Learning Outcomes | Evaluation Methods |
|--|---|
| 1. Articulate the role of occupational therapy in the particular community-based setting. | Level I Fieldwork Performance Evaluation Community Population Event Meetings Community Population Event Implementation |
| 2. Demonstrate cultural awareness and respect for diversity of individuals. | Level I Fieldwork Performance Evaluation Community Population Event Implementation |
| 3. Assess personal strengths and areas of growth applicable to professional development and implement strategies to facilitate personal and professional goal achievement. | Community Population Event Evaluation |
| 4. Demonstrate professional behaviors throughout interactions including self-direction, preparedness, timeliness, and dependability. | Level I Fieldwork Performance Evaluation Community Population Event Meetings Community Population Event Implementation |
| 5. Consistently demonstrate behaviors in accordance with the AOTA Code of Ethics, HIPPA and facility policies and protocols. (ACOTE 2018 Standard B 7.1) | Level I Fieldwork Performance Evaluation |
| 6. Maximize the safety of self and others by upholding all safety regulations, infection control and taking actions to minimize risk. (ACOTE 2018 Standard B 3.7) | Level I Fieldwork Performance Evaluation |

| | |
|---|---|
| 7. Demonstrate the ability to incorporate therapeutic use of self in interactions with others. (ACOTE 2018 Standard B 4.1) | Level I Fieldwork Performance Evaluation |
| 8. Recognize the importance of occupation and design opportunities to include it in the intervention process | Level I Fieldwork Performance Evaluation Community Population Event Meetings Community Population Event Implementation |
| 9. Describe and facilitate interprofessional interactions. (ACOTE 2018 Standard B 4.8) | Level I Fieldwork Performance Evaluation Community Population Event Meetings Community Population Event Implementation |
| 10. Contribute to the development of theoretically sound and evidence-based assessment and intervention skills applicable to various community-based populations. (ACOTE 2018 Standard B 4.4) | Level I Fieldwork Performance Evaluation |
| 11. Apply clinical and dynamic reasoning skills to a variety of community-based populations and treatment contexts. (ACOTE 2018 Standard B 4.2) | Level I Fieldwork Performance Evaluation |
| 12. Under the supervision of an FMU faculty member participate as a team member to engage with a community partner to develop, implement and evaluate a one day community event designed to meet a specific need of a population and introduce occupational therapy as a potential partner. | Community Population Event Meetings Community Population Event Implementation Community Population Event Evaluation |
| 13. Reflect on the application of the FMU Occupational Therapy Department curricular themes to this setting: evidence based, occupation focused, client centered, community-based treatment that is applied with advanced clinical skills and therapeutic use of self. | Community Population Event Evaluation |
| 14. Address clients in a holistic manner, including attention to psychosocial factors. | |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 2 Demonstrate entry-level competence as a generalist utilizing occupation-based practice in a client centered manner, with broad exposure to delivery models and systems in traditional and emerging practice settings | |
| Program Outcome 10. Develop competencies in knowledge translation to design client centered and occupation-based community programming, administered in therapeutic relationships, to address community needs, including the PeeDee region. | |

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Level I Fieldwork I- Groups
Course Number: OT 602FW
Credit Hours: 1
Semester: Spring Year 1

Pre-requisites: OT 500, OT 501, OT 502, OT 503
Co-requisites: OT 602

Course Coordinator: TBD

Office Number:

Office Phone:

E-mail:

Office hours:

Course Description: This fieldwork experience will integrate OT 602 course concepts and needs assessment in faculty-led group interventions in the regional community. Emphasis will be placed on underserved populations living in the community and/or at-risk populations

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|--|---|
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| 3. Assess personal strengths and areas of growth applicable to professional development and implement strategies to facilitate personal and professional goal achievement. | Community Population Event Evaluation |

| | |
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| 12. Under the supervision of an FMU faculty member participate as a team member to engage with a community partner to develop, implement and evaluate a one day | Community Population Event Meetings Community Population |

| | |
|--|--|
| community event designed to meet a specific need of a population and introduce occupational therapy as a potential partner. | Event Implementation Community Population Event Evaluation |
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Classroom Evaluation Methods:

| Assignments | Percent |
|--|----------------|
| Community Population Event Meetings Student groups will be responsible for scheduling, developing an agenda for, and taking minutes for and attending 5 meetings throughout the semester: Two with the AFWC prior to midterm to collaboratively plan and develop logistics for the event, 2 meetings with the community partner in the middle of the semester, and one meeting with the AFWC after the event to discuss program evaluation. | 20 |
| Community Population Event Implementation Student groups will be responsible for implementing the event in accordance with the Community PEP established in OT 602. All student group members must be in attendance and keep a log of their tasks and hours during the event. | 50 |
| Community Population Event Evaluation Students will be responsible for developing an evaluation of the Community PEP prior to implementation, and sharing this with the AFWC and Community Partner. The results of this program evaluation will be compiled and discussed in the 5 th group meeting in the presence of the AFWC. As a component of this evaluation, each student will complete a one page Curricular Themes Reflection paper. | 20 |
| Level I FW Evaluation (Pass/Fail) The AFWC will score this evaluation on a Pass/Fail basis for each student, taking into consideration only Sections I through III for this experience. | 10 |

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| Alphabetic | Raw Score |
|-------------------|------------------|
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| B+ | 89-92 |
| B | 85-88 |
| C+ | 81-84 |
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The Francis Marion University Occupational Therapy Program is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is important to remember to be compliant with the HIPPA rules in class as well as in clinic.

Definition of Unprofessional Behavior:

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior:

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences' student towards another student, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic advisor. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Department Chair and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

****All academic warnings are cumulative throughout the program.**

Computer Use:

Because computers are an essential learning tool, every student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)
- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable.

All devices must have at least a 90-minute battery capacity when fully charged, since some classrooms do not provide individual electrical outlets for students. Personal handheld devices are recommended that can download eBooks for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

CONTENT INFORMATION

Topical Outline:

| Week | Content: | Resources: | Evaluation Methods |
|------------|--|--|---|
| Week 1 | Seminar with FMU Academic Fieldwork Coordinator (AFWC) Review of syllabus Code of Ethics Professional Development and Behaviors | FMU Occupational Therapy Department Fieldwork Manual AOTA (2015) | |
| Weeks 2-7 | Two group meetings with AFWC arranged by group members. | | Community Population Event Meetings Documentation |
| Week 3-9 | Two group meetings with Community Partner arranged by group members. | | Community Population Event Meetings Documentation |
| Week 9-15 | Full day community event scheduled and implemented by groups members, with AFWC and course instructor for OT 602 in attendance. | | Community Population Event Implementation Plan (developed in OT 602) and Logs |
| Week 10-15 | Post event evaluation meeting arranged by group members with AFWC present, and OT 602 course instructor and Community Partner, as appropriate. | | Community Population Event Meetings Documentation Community Population Event Evaluation |



LEVEL I FIELDWORK COMPETENCY EVALUATION FOR OT AND OTA STUDENTS

Introduction

The purpose of Level I fieldwork is to provide experiential opportunities for students to gain the performance competency and confidence for progressing successfully in the academic program, including successive Level I and Level II fieldwork.

The *Level I Fieldwork Competency Evaluation for OT and OTA Students* complements the *AOTA Fieldwork Performance Evaluation for the OT Student* and *for the OTA Student*. It is designed to assess performance skills that build a foundation for successful completion of Level II fieldwork.

This tool is divided into five sections:

- I. Fundamentals of Practice
- II. Foundations of Occupational Therapy
- III. Professional Behaviors
- IV. Screening and Evaluation
- V. Intervention

The first 3 sections are identified as mandatory, as they are applicable to all practice settings and assess basic skills. The last 2 sections are *optional*, allowing an OT/OTA academic program to select relevant sections for a particular Level I experience in that program. The AFWC should make this clear to the FWEd. The criterion for satisfactory performance is determined by the OT/OTA academic program.

Directions

This tool is to be completed by the identified FWEd for the Level I experience.

The rating scale ranges from

| | | |
|---|--------------------------|---|
| U | Unacceptable | Performance is weak in most required tasks and activities. Work is frequently unacceptable. |
| B | Below Standards | Opportunities for improvement exist; however, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable. |
| M | Meets Standards | Carries out required tasks and activities. This rating represents good, solid performance and should be used most often. |
| E | Exceeds Standards | Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional. |
| O | Outstanding | Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student. |

COMMENT REQUIRED FOR ALL ITEMS SCORED "B" or "U."



LEVEL I FIELDWORK COMPETENCY EVALUATION FOR OT AND OTA STUDENTS

| | | | |
|-----------------------------|--------|---|--|
| STUDENT INFORMATION: | | | |
| Student Name: | | Date: | |
| First | Middle | Last | |
| Site Name: | | Semester: | |
| | | | |
| Student ID: | | Practice Setting: | |
| | | | |
| Student's School: | | Course Number: | |
| | | | |
| Hours Completed: | | FW Sequence: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> | |

| | | | |
|---|------|---|--|
| PRIMARY FWEd INFORMATION | | | |
| FWEd Name: | | Past Experience: | |
| First | Last | Credentials | |
| | | | |
| FWEd License #: | | FWEd Credentials: | |
| | | <input type="checkbox"/> OT: OTA: <input type="checkbox"/> Other: | |
| Years of Experience: | | If other: | |
| | | | |
| Have you attended the AOTA FWEd Certificate Course? <input type="checkbox"/> Yes <input type="checkbox"/> No | | | |

Indicate the student's level of performance using the scale below.

| | | |
|---|--------------------------|---|
| U | Unacceptable | Performance is weak in most required tasks and activities. Work is frequently unacceptable. |
| B | Below Standards | Opportunities for improvement exist; however, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable. |
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| O | Outstanding | Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student. |

COMMENT REQUIRED FOR ALL ITEMS SCORED "B" or "U."

I. FUNDAMENTALS OF PRACTICE

| THE STUDENT: | U B M E O |
|--|-------------------|
| 1. Adheres consistently to AOTA's Occupational Therapy Code of Ethics. Follows ethical standards for FW setting. Abides by Health Insurance Portability and Accountability Act (HIPAA) and Family Education Rights and Privacy Act (FERPA). Respects privacy of client. COMMENTS: | |
| 2. Adheres consistently to safety regulations, and uses sound judgment to ensure safety. Follows FW setting's policies and procedures for client safety. Demonstrates awareness of hazardous situations, and reports safety issues to supervisor. COMMENTS: | |

II. FOUNDATIONS OF OCCUPATIONAL THERAPY

| THE STUDENT: | U B M E O |
|---|-----------|
| 1. Articulates values and beliefs of occupational therapy. Verbalizes definition of occupational therapy as relevant to FW setting or audience. COMMENTS: | |
| 2. Utilizes relevant evidence to make informed practice decisions. Connects class concepts to FW through inquiry or discussion. Articulates value of using evidence-based practice. Identifies and provides evidence that is relevant to setting or clients. COMMENTS: | |

III. PROFESSIONAL BEHAVIOR

| | U B M E O |
|---|-----------|
| 1. Time management skills. Consider student's ability to be prompt, arriving and completing assignments on time. COMMENTS: | |
| 2. Organization. Consider student's ability to set priorities, be dependable, be organized, and follow through with responsibilities. COMMENTS: | |
| 3. Engagement in FW experience. Consider student's apparent level of interest, level of active participation while on site, and investment in individuals and treatment outcomes. COMMENTS: | |
| 4. Self-directed learning. Consider student's ability to take responsibility for own learning and to demonstrate motivation. COMMENTS: | |
| 5. Reasoning and problem solving. Consider student's ability to use self-reflection; willingness to ask questions; ability to analyze, synthesize, and interpret information; and understand OT process. COMMENTS: | |
| 6. Written communication. Consider student's ability to use proper grammar and spelling, legibility of work, successful completion of written assignments, and documentation skills. COMMENTS: | |
| 7. Initiative. Consider student's initiative, ability to seek and acquire information from a variety of sources, and demonstrate flexibility as needed. COMMENTS: | |
| 8. Observation skills. Consider student's ability to observe relevant behaviors related to occupational performance and client factors and to verbalize perceptions and observations. COMMENTS: | |

| | |
|---|--|
| <p>9. Participation in supervisory process. Consider student's ability to give, receive, and respond to feedback; seek guidance when necessary; and follow proper channels of communication. COMMENTS:</p> | |
| <p>10. Verbal communication and interpersonal skills with patients/clients, staff, and caregivers. Consider student's ability to interact appropriately with individuals, such as eye contact, empathy, limit-setting, respectfulness, use of authority, and so forth; degree and quality of verbal interactions; use of body language and non-verbal communication; and exhibition of confidence. COMMENTS:</p> | |
| <p>11. Professional and personal boundaries. Consider student's ability to recognize and handle personal and professional frustrations; balance personal and professional obligations; handle responsibilities; work with others cooperatively, considerately, and effectively; and be responsive to social cues. COMMENTS:</p> | |
| <p>12. Use of professional terminology. Consider student's ability to respect confidentiality; appropriately apply professional terminology (e.g., <i>Occupational Therapy Practice Framework</i> terms and OT acronyms/abbreviations) in written and oral communication. COMMENTS:</p> | |

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IV. SCREENING AND EVALUATION (enter N/A = Not Applicable if not required on this placement)

| THE STUDENT: | U | B | M | E | O | N/A |
|--|---|---|---|---|---|-----|
| <p>1. Contributes to screening/evaluation process. Communicates observations. Identifies resources for evaluation process. Could include chart review. COMMENT:</p> | | | | | | |
| <p>2. Completes an interview and drafts an occupational profile. COMMENT:</p> | | | | | | |
| <p>3. Identifies potential goals from evaluation process. COMMENT:</p> | | | | | | |
| <p>4. Drafts documentation consistent with practice setting. COMMENT:</p> | | | | | | |

V. INTERVENTION (enter N/A = Not Applicable if not required on this placement)

| THE STUDENT: | U | B | M | E | O | N/A |
|--|---|---|---|---|---|-----|
| <p>1. Contributes to intervention process. Could include preparing clinic area and identifying resources and evidence. COMMENT:</p> | | | | | | |
| <p>2. Identifies interventions consistent with client evaluation and goals. COMMENT:</p> | | | | | | |

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: Occupational Therapy/School of Health Sciences **Date** 1/12/2021

Course No. or Level: OT 603 **Title:** Mental Health Interventions at Individual, Group,
and Population Levels

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites OT 101, OT 201, OT 202, OT 410, or permission of department

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Sittling

Provost's Signature Pete King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 603 Mental Health Interventions at Person, Group, and Population Levels (3) This course will examine the evidence-based strategies for guiding group development, facilitation, and outcome strategies. Theoretically guided interventions of psychosocial, behavioral, and interpersonal processes in pediatric and adult populations will be incorporated.

Purpose:

1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

Teaching method planned:

Teaching strategies will consist of voice-over lecture, discussions, group work, presentations, written assignments, tests, role play, and simulations.

Textbook and/or materials planned (including electronic/multimedia):

Required Textbooks

American Psychiatric Association. (2013). *Desk reference to the diagnostic criteria from DSM-5*. Washington, DC: APA Publishing. ISBN: 978-0-89042-556-5.

Cole, M. B. (2018). *Group dynamics in occupational therapy: The theoretical basis and practice application of group intervention* (5th ed.). Thorofare, NJ: Slack Inc.

MacRae, A. (2019). *Cara and MacRae's psychosocial occupational therapy: An evolving practice*. (4th ed.). Thorofare, NJ: Slack Inc. ISBN: 978-1-630-91477-6

Required Articles:

AOTA Practice Guidelines Series. (2012). *Occupational therapy practice guidelines for adults with serious mental illness*. Bethesda: AOTA Press. ISBN: 978-1-56900-331-2.

Course Content:

This course will examine the evidence-based strategies for guiding group development, facilitation, and outcome strategies. Theoretically guided interventions of psychosocial, behavioral, and interpersonal processes in pediatric and adult populations will be incorporated.

| Course Student Learning Outcomes | Evaluation Methods |
|---|--|
| 1. Apply various group leadership styles to the group process and development. | Exams Group Protocol |
| 2. Recognize and facilitate changes in both positive and negative group dynamics impacting group success. | Exams Group Protocol |
| 3. Investigate how to use therapeutic use of self to support positive group dynamics. (ACOTE 2018 Standard B 4.1) | Exams Group Protocol |
| 4. Compare development of various groups based on the Occupational Therapy Practice Framework. | Exams |
| 5. Evaluate effectiveness of group programs via varied outcome measures. | Exams |
| 6. Demonstrate cultural competence when interacting with and developing group protocols. | Exams Group Protocol |
| 7. Implement an occupation-based group protocol in order to maximize participants' occupational performance, health, or prevention of injury illness utilizing evidence-based teaching-learning strategies. (ACOTE 2018 Standard B 2.1, B 4.10, B 4.21) | Group Protocol |
| 8. Justify through clinical reasoning the development of a group protocol based on evidence and theoretical foundations. | Group Protocol |
| 9. Articulate to a variety of audiences the unique nature of occupation and the value of occupation to support performance, participation, health, and well-being. (ACOTE 2018 Standard B 3.3) | Exams Mental Health Community Action |

| | |
|--|--|
| 10. Analyze the effects of behavioral and mental health impairments on occupation, occupational performance, and participation across the lifespan. (ACOTE 2018 Standard B 3.5) | Exams |
| 11. Compare different models of intervention related to the treatment of individuals with behavioral and mental health impairments, as well as those experiencing psychosocial distress. | Exams Literature Reviews Intervention Plan |
| 12. Develop individual and group occupation-based intervention plans and strategies, which includes goals and methods to achieve them, based on client centered methods that are reflective of current occupational therapy practice, and based on available evidence and the OT Practice Framework. (ACOTE 2018 Standard B 2.1, B 4.9, B 4.10) | Group Protocol Intervention Plan |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 3 Be prepared to select and apply evidence-based evaluations and interventions, founded in theory and articulated to individuals utilizing principles of health literacy to achieve expected outcomes related to occupation | |
| Program Outcome 4 Analyze and apply occupations and adaptation in accordance with the Occupational Therapy Practice Framework with persons, groups, and populations to promote wellness and/or address limitations due to developmental or medical conditions, disease, injury or any situation impacting desired agency in occupational performance. | |
| Program Outcome 10 Develop competencies in knowledge translation to design client centered and occupation-based community programming, administered in therapeutic relationships, to address community needs, including the PeeDee region. | |

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Mental Health Interventions at Individual, Group, and Population Levels
Course Number: OT 603
Credit Hours: 3
Semester: Summer Year 1

Pre-requisites: OT 500, OT 501, OT 502, OT 503
Co-requisites: None

Course Coordinator: TBD

Office Number:

Office Phone:

E-mail:

Office hours:

Course Description: This course will examine the evidenced based strategies for guiding group development, facilitation and outcome strategies. Theoretically guided interventions of psychosocial, behavioral, and interpersonal processes in pediatric and adult populations will be incorporated.

| Course Student Learning Outcomes | Evaluation Methods |
|---|---------------------------|
| 1. Apply various group leadership styles to the group process and development. | Exams Group Protocol |
| 2. Recognize and facilitate changes in both positive and negative group dynamics impacting group success. | Exams Group Protocol |
| 3. Investigate how to use therapeutic use of self to support positive group dynamics. (ACOTE 2018 Standard B 4.1) | Exams Group Protocol |
| 4. Compare development of various groups based on the Occupational Therapy Practice Framework. | Exams |
| 5. Evaluate effectiveness of group programs via varied outcome measures. | Exams |
| 6. Demonstrate cultural competence when interacting with and developing group protocols. | Exams Group Protocol |

| | |
|--|--|
| 7. Implement an occupation-based group protocol in order to maximize participants' occupational performance, health, or prevention of injury illness utilizing evidence-based teaching-learning strategies. (ACOTE 2018 Standard B 2.1, B 4.10, B 4.21) | Group Protocol |
| 8. Justify through clinical reasoning the development of a group protocol based on evidence and theoretical foundations. | Group Protocol |
| 9. Articulate to a variety of audiences the unique nature of occupation and the value of occupation to support performance, participation, health, and well-being. (ACOTE 2018 Standard B 3.3) | Exams Mental Health Community Action |
| 10. Analyze the effects of behavioral and mental health impairments on occupation, occupational performance, and participation across the lifespan. (ACOTE 2018 Standard B 3.5) | Exams |
| 11. Compare different models of intervention related to the treatment of individuals with behavioral and mental health impairments, as well as those experiencing psychosocial distress. | Exams Literature Reviews Intervention Plan |
| 12. Develop individual and group occupation-based intervention plans and strategies, which includes goals and methods to achieve them, based on client centered methods that are reflective of current occupational therapy practice, and based on available evidence and the OT Practice Framework. (ACOTE 2018 Standard B 2.1, B 4.9, B 4.10) | Group Protocol Intervention Plan |
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| Program Outcome 3 Be prepared to select and apply evidence-based evaluations and interventions, founded in theory and articulated to individuals utilizing principles of health literacy to achieve expected outcomes related to occupation | |
| Program Outcome 4 Analyze and apply occupations and adaptation in accordance with the Occupational Therapy Practice Framework with persons, groups, and populations to promote wellness and/or address limitations due to developmental or medical conditions, disease, injury or any situation impacting desired agency in occupational performance. | |
| Program Outcome 10 Develop competencies in knowledge translation to design client centered and occupation-based community programming, administered in therapeutic relationships, to address community needs, including the PeeDee region. | |

Teaching/Learning Strategies:

Teaching strategies will consist of voice-over lecture, discussions, group work, presentations, written assignments, tests, role play, and simulations.

Required Textbooks

American Psychiatric Association. (2013). *Desk reference to the diagnostic criteria from DSM-5*. Washington, DC: APA Publishing. ISBN: 978-0-89042-556-5.

Cole, M. B. (2018). *Group dynamics in occupational therapy: The theoretical basis and practice application of group intervention* (5th ed.). Thorofare, NJ: Slack Inc.

MacRae, A. (2019). *Cara and MacRae's psychosocial occupational therapy: An evolving practice*. (4th ed.). Thorofare, NJ: Slack Inc. ISBN: 978-1-630-91477-6

Required Articles:

AOTA Practice Guidelines Series. (2012). *Occupational therapy practice guidelines for adults with serious mental illness*. Bethesda: AOTA Press. ISBN: 978-1-56900-331-2.

Methods of Evaluation:

In order to progress in the OT program, the student must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog, current edition*)

Classroom Evaluation Methods:

| Assignments | Percent |
|---|---------|
| Group Protocol - (<i>Group Based Assignment</i>) Teams of 3-4 students will collaborate to develop a group protocol, to be conducted in class with their peers. The protocol should incorporate all elements of Cole's guidelines, and creatively and thoroughly address their topic with evidence-based strategies. The demographics of the group population will be assigned by the instructor, while the student team will be decision makers about the focus of their group session to best meet the populations needs. | 20% |
| Mental Health Community Action Each member of the group protocol team must follow up individually to take some action in the community to promote awareness of the needs of the population that they based their protocol on. Community actions will be shared at the end of the semester in class. A one page description of the community action should be written and submitted to the instructor. | 15% |
| Literature Review Presentation – (<i>Individual Based Assignment</i>) Students will be randomly assigned an article addressing mental health interventions, and will be required to submit a 3 slide PPT summary of the key aspects of the research. | 10% |
| Intervention Plan Students will be required to develop an Intervention Plan according to the FMU Intervention Plan document, based on a case study provided by the instructor. | 25% |
| Exams Two @ 15% each | 30% |

Classroom Grading Scale:

| Alphabetic | Raw Score |
|-------------------|------------------|
| A | 93-100 |
| B+ | 89-92 |
| B | 85-88 |
| C+ | 81-84 |
| C | 77-80 |
| F | 76 or below |

Rounding:

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

ACADEMIC INFORMATION**Attendance Policy:**

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than fifteen percent (15%) of required sessions during accelerated semesters, a grade of “F” or “W” will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

Online participation is necessary for any courses offered online.

Test Taking Guidelines:

Before each quiz/test/exam students will:

- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic zero “0”.
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

Written Paper Requirements:

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learn System unless instructed otherwise.

E-mail:

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

Social Networking Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and/or pictures about the FMU OT program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy:

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University's Title IX Coordinator (titleixcoordinator@fmarion.edu)

Student Responsibilities:

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, and the *University Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Americans with Disabilities Act (ADA):

If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center. Accommodations will be made with proper documentation from the University Counseling and Testing Center. The student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the student would like to use the accommodations. If at any time during the semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Grievance Procedure:

The Department of Occupational Therapy adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the OT program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*.

Guidelines for Faculty Appointments:

All faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible, the student may request the faculty to meet at another time.

Academic Dishonesty:

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Code of Ethics:

The School of Health Sciences subscribes to the "Code of Student Conduct" as defined in the "Students' Rights and Responsibilities" section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the OT profession.

HIPAA:

The Francis Marion University Occupational Therapy Program is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is important to remember to be compliant with the HIPPA rules in class as well as in clinic.

Definition of Unprofessional Behavior:

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productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

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- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
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- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior:

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences' student towards another student, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic advisor. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Department Chair and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

****All academic warnings are cumulative throughout the program.**

Computer Use:

Because computers are an essential learning tool, every student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)

- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable. All devices must have at least a 90-minute battery capacity when fully charged, since some classrooms do not provide individual electrical outlets for students. Personal handheld devices are recommended that can download eBooks for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

CONTENT INFORMATION

Topical Outline:

| Week | Content | Resources | Evaluation |
|------|--|--|------------------------------------|
| 1 | Introduction to course Psychosocial Aspects of Disability Mental Illness/Stigma | Cara & MacRae: Chapter 1: Recovery Perspectives Chapter 5: Psychological Theories and Their Treatment Methods in MH Practice DSM-5: Introduction | |
| 2 | Groups Group Leadership | Cara & MacRae: Chapter 2: Environment & Cultural Considerations Chapter 20: Groups Cole: Group Leadership: Cole's 7 Steps | |
| 3 | Psychological Theories | Cara & MacRae: Chapter 5: Psychological Theories & Treatment Methods in Mental Health Practice Cole: Chapter 5: Psychodynamic Approaches Chapter 6: The Behavioral Cognitive Continuum Chapter 7: Allen's Cognitive Disabilities Groups | Literature Review Presentations |
| 4 | Psychological Theories & Behavioral Based Strategies | Cole: Chapters 8: Developmental Approaches Chapter 9: Sensorimotor Approaches Chapter 10: A Model of Human Occupation and other Occupation-Based Models | Exam 1 |

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|----|--|--|---|
| 5 | Client Centered Groups Groups and the OTPF | Cole: Chapters 3: Client-Centered Groups Chapter 4: Groups and the OTPF-3 | Group Protocol Presentations |
| 6 | Writing a Group Protocol | Cole: Section 3: Planning an Occupational Therapy Group | Group Protocol Presentations |
| 7 | Assessment, Evaluations and Outcomes Use of Psychosocial Methods and Interpersonal Strategies in Mental Health | Cara & MacRae: Chapters 18: Assessment, Evaluation & Outcome Measurement Chapters 19: The use of Psychosocial Methods and Interpersonal Strategies in Mental Health | |
| 8 | Mental Health through the Lifespan Psychosocial OT with Children and Adolescents | Cara & MacRae: Chapters 11: Mental Health of Infants: Attachment through the Lifespan Chapter 12: Mental Health of Children & Chapter 13: Eating Disorders | Group Protocol Presentations with Mental Health Community Action |
| 9 | Schizophrenia | Cara & MacRae: Chapter 7: Schizophrenia DSM-5: Schizophrenia | Group Protocol Presentations |
| 10 | Mood Disorders Suicide and Suicide Prevention | Cara & MacRae: Chapter 8: Mood Disorders DSM-5: Mood disorders | Group Protocol Presentations |
| 11 | Anxiety Disorders PTSD OT in the Military | Cara & MacRae: Chapters 9: Anxiety Chapter 26: Fieldwork Supervision in the Mental Health Setting DSM-5: Anxiety Disorders | Exam II Group Protocol Implementation |
| 12 | Personality Disorders Drug & Alcohol OT in Criminal Justice | Cara & MacRae: Chapters 10: Personality Disorders Chapter 21: Occupational Therapy in Criminal Justice Chapter 24: Substance Abuse and Occupational Therapy | Group Protocol Implementation |

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| | | DSM-5: Personality Disorders and Drug and Alcohol | |
| 13 | Managing Pain in OT Mental Health and the Older Adult | Cara & MacRae: Chapter 14: Mental Health of the Older Adult Chapter 17: Managing Pain in Occupational Therapy: Integrating the Model of Human Occupation and the Intentional Relationship Model | Group Protocol Implementation |
| 14 | Community Action Sharing | | |
| 15 | Wrap Up, Review | | |

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: Occupational Therapy/School of Health Sciences Date 1/12/2021

Course No. or Level: OT 610 Title: Occupational Therapy Intervention Process:
Pediatrics

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites OT 503, OT 504 Co-Requisites OT 610FW

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Dittling

Provost's Signature Peter King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 610 Occupational Therapy Intervention Process: Pediatrics (3) This course presents intervention skills required by the occupational therapist that works in a variety of contexts with pediatric clients. The screening, assessment, formulation of intervention plans, treatment implementation, referral to others, discontinuation of services, and documentation of services is included. Methods to promote client-centered, occupation-focused, and evidence-based interventions in a culturally relevant manner will be included. Interprofessional learning activities and a Level I Fieldwork experience are associated with this course.

- Purpose:
1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
 2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

Teaching method planned:

Teaching strategies will consist of voice-over lectures, audio-visual aids, discussions, group work, presentations, written assignments, tests, simulation, demonstration and return demonstration, and observation of student performance in the lab/clinical setting.

Textbook and/or materials planned (including electronic/multimedia):

Required Textbooks

O'Brien, J. C., & Miller-Kuhaneck, H. (2020). *Case-Smith's occupational therapy for children and adolescents*. St. Louis, MO: Elsevier.

Kramer, P., Hinojosa, J., & Howe, T. (2020). *Frames of reference for pediatric occupational therapy*. Philadelphia; Wolters Kluwer.

Sames, K. (2014). *Documenting occupational therapy practice* (3rd ed.). Pearson. ISBN 13: 978-0-1331-1049-4

Required Articles:

Bazyk, S., Demirjian, L., Horvath, F., & Doxsey, L. (2018). The Comfortable Cafeteria Program for Promoting Student Participation and Enjoyment: An Outcome Study. *American Journal of Occupational Therapy*, 72(3). doi:10.5014/ajot.2018.025379

Recommended Textbooks

Marcus, S. & Breton, S. (2013). *Infant and child feeding and swallowing*. Bethesda, MD: AOTA Press. ISBN 978-1-56-900-348-0

Mulligan, S. (2014). *Occupational therapy evaluation for children: A pocket guide* (2nd ed.). Philadelphia, PA: Lippincott, Williams & Wilkins. ISBN 13: 978-1-4511-7617-9

Course Content:

This course presents intervention skills required by the occupational therapist that works in a variety of contexts with pediatric clients. The screening, assessment, formulation of intervention plans, treatment implementation, referral to others, discontinuation of services, and documentation of services is included. Methods to promote client-centered, occupation-focused, and evidence-based interventions in a culturally relevant manner will be included. Interprofessional learning activities and a Level I Fieldwork experience are associated with this course.

| Course Student Learning Outcomes | Evaluation Methods |
|---|---|
| 1. Integrate knowledge of developmental processes, psychology, sociological factors, occupational science, cultural and diversity factors, biomechanics and neuroscience into the development of comprehensive plans for the pediatric population. (ACOTE 2018 Standard B 1.1) | Exams Intervention Plans Lab Competencies |

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| 2. Evaluate the necessity for the application of referral, screening and assessment processes for pediatric individuals, groups and populations who have problems in occupational performance, and utilize appropriate procedures. | Exams Intervention Plans |
| 3. Identify and critically evaluate how the various practice settings (e.g., medical institutions, community practice, and school systems) affect the delivery of occupational therapy services for individuals and populations. | Exams Intervention Plans |
| 4. Apply theoretical constructs to evaluation and intervention with various types of pediatric clients and practice contexts to analyze and effect meaningful occupation. (ACOTE 2018 Standard B 2.1) | Exams Intervention Plans Telehealth Assignment |
| 5. Develop plans and processes that incorporate intra and interprofessional collaboration. (ACOTE 2018 Standard B 4.23) | Exams Intervention Plans Telehealth Assignment |
| 6. Apply the regulatory guidelines for supervising and collaborating with occupational therapy assistants and other personnel throughout the intervention process. (ACOTE 2018 Standard B 4.24) | Exams Intervention Plans Telehealth Assignment |
| 7. Evaluate client(s)' occupational performance using standardized and non-standardized assessment tools to include the occupational profile; client factors; performance patterns and behavior patterns; contexts and activity demands that affect performance; performance skills, including motor, process, and communication and interaction skills. (ACOTE 2018 Standard B 3.2) | Exams Intervention Plans Lab Competencies |
| 8. Incorporate evaluation findings to develop occupation-based intervention plans that are evidence informed client-centered and are guided by constructs from the Occupational Therapy Practice Framework. | Intervention Plans |
| 9. Document long term goals, short term objectives and associated intervention activities that incorporate the client's priorities and sound principles for teaching and learning. (ACOTE 2018 Standard B 6.6) | Intervention Plans |
| 10. Develop programming that addresses dysphagia and disorders of feeding and eating (ACOTE 2018 Standard B 4.16) | Exams Lab Competencies |
| 11. Train clients, caregivers, assistants and others in procedures, precautions and techniques that can be safely performed within their range of abilities, utilizing teaching and health literacy principles. (ACOTE 2018 Standard B 4.11, B 4.13, B4.16) | Exams Intervention Plans Lab Competencies Telehealth Assignment |

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| 12. Document occupational therapy services to communicate the need for therapy, rationale, and meet standards for reimbursement of services in a variety of pediatric contexts. (ACOTE 2018 Standard B 4.29) | Exams Intervention Plans Telehealth Assignment |
| 13. Use clinical reasoning to explain the rationale for wellness, prevention, remediation, compensation or adaptation strategies to enhance occupational performance and life satisfaction for pediatrics individuals, groups and populations. | Intervention Plans Telehealth Assignment |
| 14. Incorporate quantitative and qualitative data to monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for modified intervention including the grading of tasks. (ACOTE 2018 Standard B 4.22) | Exams Intervention Plans |
| 15. Develop a transition plan or a plan for discharge in collaboration with the client, caregiver and members of the interprofessional team as appropriate, to identify necessary referrals and resources in the discharge environment. | Intervention Plans |
| 16. Discuss and apply all safety precautions related to patient handling, use of therapeutic positioning devices and suspended equipment as well as electrical equipment use e.g., splint pan, heating gun etc. | Lab Competencies Intervention Plans |
| 17. Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner with consideration of health literacy. (ACOTE 2018 Standard B 4.21) | Intervention Plans Telehealth |
| 18. Apply developmental, remediation, and compensation intervention strategies for physical, functional cognitive, perceptual, sensory (e.g., vision, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, proprioception), neuromuscular, and behavioral skills. (ACOTE 2018 Standard B 4.9) | Exams Intervention Plans Lab Competencies Telehealth Assignment |
| 19. Utilize the consultative and care coordination process with groups, programs, organizations, or communities. (ACOTE 2018 Standard B 4.20) | Exams Intervention Plans |
| 20. Describe and discuss professional responsibilities and liability issues when providing service on a contractual basis. (ACOTE 2018 Standard B 7.5) | Exams |
| 21. Integrate awareness of and compliance with mandated reporting guidelines, HIPPA, infection control, confidentiality and other policies and regulations that support privacy, safety and respect safety in client patient interactions. (ACOTE 2018 Standard B 3.7) | Exams Intervention Plans Lab Competencies |

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| 22. Demonstrate knowledge of various uses of technology in pediatric practice, including electronic documentation and telehealth. (ACOTE 2018 Standard B 4.15) | Exams Telehealth Assignment |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 2 Demonstrate entry-level competence as a generalist utilizing occupation- based practice in a client centered manner, with broad exposure to delivery models and systems in traditional and emerging practice settings | |
| Program Outcome 3 Be prepared to select and apply evidence-based evaluations and interventions, founded in theory and articulated to individuals utilizing principles of health literacy to achieve expected outcomes related to occupation | |
| Program Outcome 4 Analyze and apply occupations and adaptation in accordance with the Occupational Therapy Practice Framework with persons, groups, and populations to promote wellness and/or address limitations due to developmental or medical conditions, disease, injury or any situation impacting desired agency in occupational performance. | |
| Program Outcome 5 Demonstrate actions that reflect respect for diversity, ethical standards and individual agency and autonomy in each professional, interprofessional and therapeutic relationship. | |
| Program Outcome 11 Demonstrate competence in the application of entry level and advanced clinical skills and technologies in accordance with standards of practice including precautions, contraindications and safety requirements. | |

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Occupational Therapy Intervention Process - Pediatrics
Course Number: OT 610
Credit Hours: 3
Semester: Summer Year 1

Pre-requisites: OT 512, OT 513
Co-requisites: OT 610FW

Course Coordinator: TBD

Office Number:

Office Phone:

E-mail:

Office hours:

Course Description: This course presents intervention skills required by the occupational therapist that works in a variety of contexts with pediatric clients. The screening, assessment, formulation of intervention plans, treatment implementation, referral to others, discontinuation of services, and documentation of services is included. Methods to promote client-centered, occupation focused and evidence-based interventions in a culturally relevant manner will be included. Interprofessional learning activities and a Level I Fieldwork experience are associated with this course.

| Course Student Learning Outcomes | Evaluation Methods |
|---|---|
| 1. Integrate knowledge of developmental processes, psychology, sociological factors, occupational science, cultural and diversity factors, biomechanics and neuroscience into the development of comprehensive plans for the pediatric population. (ACOTE 2018 Standard B 1.1) | Exams Intervention Plans Lab Competencies |
| 2. Evaluate the necessity for the application of referral, screening and assessment processes for pediatric individuals, groups and populations who have problems in occupational performance, and utilize appropriate procedures. | Exams Intervention Plans |

| | |
|--|---|
| 3. Identify and critically evaluate how the various practice settings (e.g., medical institutions, community practice, and school systems) affect the delivery of occupational therapy services for individuals and populations. | Exams Intervention Plans |
| 4. Apply theoretical constructs to evaluation and intervention with various types of pediatric clients and practice contexts to analyze and effect meaningful occupation. (ACOTE 2018 Standard B 2.1) | Exams Intervention Plans Telehealth Assignment |
| 5. Develop plans and processes that incorporate intra and interprofessional collaboration. (ACOTE 2018 Standard B 4.23) | Exams Intervention Plans Telehealth Assignment |
| 6. Apply the regulatory guidelines for supervising and collaborating with occupational therapy assistants and other personnel throughout the intervention process. (ACOTE 2018 Standard B 4.24) | Exams Intervention Plans Telehealth Assignment |
| 7. Evaluate client(s)' occupational performance using standardized and non-standardized assessment tools to include the occupational profile; client factors; performance patterns and behavior patterns; contexts and activity demands that affect performance; performance skills, including motor, process, and communication and interaction skills. (ACOTE 2018 Standard B 3.2) | Exams Intervention Plans Lab Competencies |
| 8. Incorporate evaluation findings to develop occupation-based intervention plans that are evidence informed client-centered and are guided by constructs from the Occupational Therapy Practice Framework. | Intervention Plans |
| 9. Document long term goals, short term objectives and associated intervention activities that incorporate the client's priorities and sound principles for teaching and learning. (ACOTE 2018 Standard B 6.6) | Intervention Plans |
| 10. Develop programming that addresses dysphagia and disorders of feeding and eating (ACOTE 2018 Standard B 4.16) | Exams Lab Competencies |
| 11. Train clients, caregivers, assistants and others in procedures, precautions and techniques that can be safely performed within their range of abilities, utilizing teaching and health literacy principles. (ACOTE 2018 Standard B 4.11, B 4.13, B4.16) | Exams Intervention Plans Lab Competencies Telehealth Assignment |
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| | |
|--|---|
| 13. Use clinical reasoning to explain the rationale for wellness, prevention, remediation, compensation or adaptation strategies to enhance occupational performance and life satisfaction for pediatrics individuals, groups and populations. | Intervention Plans Telehealth Assignment |
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| 15. Develop a transition plan or a plan for discharge in collaboration with the client, caregiver and members of the interprofessional team as appropriate, to identify necessary referrals and resources in the discharge environment. | Intervention Plans |
| 16. Discuss and apply all safety precautions related to patient handling, use of therapeutic positioning devices and suspended equipment as well as electrical equipment use e.g., splint pan, heating gun etc. | Lab Competencies Intervention Plans |
| 17. Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner with consideration of health literacy. (ACOTE 2018 Standard B 4.21) | Intervention Plans Telehealth |
| 18. Apply developmental, remediation, and compensation intervention strategies for physical, functional cognitive, perceptual, sensory (e.g., vision, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, proprioception), neuromuscular, and behavioral skills. (ACOTE 2018 Standard B 4.9) | Exams Intervention Plans Lab Competencies Telehealth Assignment |
| 19. Utilize the consultative and care coordination process with groups, programs, organizations, or communities. (ACOTE 2018 Standard B 4.20) | Exams Intervention Plans |
| 20. Describe and discuss professional responsibilities and liability issues when providing service on a contractual basis. (ACOTE 2018 Standard B 7.5) | Exams |
| 21. Integrate awareness of and compliance with mandated reporting guidelines, HIPPA, infection control, confidentiality and other policies and regulations that support privacy, safety and respect safety in client patient interactions. (ACOTE 2018 Standard B 3.7) | Exams Intervention Plans Lab Competencies |

| | |
|--|-----------------------------------|
| 22. Demonstrate knowledge of various uses of technology in pediatric practice, including electronic documentation and telehealth. (ACOTE 2018 Standard B 4.15) | Exams Telehealth Assignment |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 2 Demonstrate entry-level competence as a generalist utilizing occupation- based practice in a client centered manner, with broad exposure to delivery models and systems in traditional and emerging practice settings | |
| Program Outcome 3 Be prepared to select and apply evidence-based evaluations and interventions, founded in theory and articulated to individuals utilizing principles of health literacy to achieve expected outcomes related to occupation | |
| Program Outcome 4 Analyze and apply occupations and adaptation in accordance with the Occupational Therapy Practice Framework with persons, groups, and populations to promote wellness and/or address limitations due to developmental or medical conditions, disease, injury or any situation impacting desired agency in occupational performance. | |
| Program Outcome 5 Demonstrate actions that reflect respect for diversity, ethical standards and individual agency and autonomy in each professional, interprofessional and therapeutic relationship. | |
| Program Outcome 11 Demonstrate competence in the application of entry level and advanced clinical skills and technologies in accordance with standards of practice including precautions, contraindications and safety requirements. | |

Teaching/Learning Strategies:

Teaching strategies will consist of voice-over lectures, audio-visual aids, discussions, group work, presentations, written assignments, tests, simulation, demonstration and return demonstration, and observation of student performance in the lab/clinical setting.

Required Textbooks

O'Brien, J. C., & Miller-Kuhaneck, H. (2020). *Case-Smith's occupational therapy for children and adolescents*. St. Louis, MO: Elsevier.

Kramer, P., Hinojosa, J., & Howe, T. (2020). *Frames of reference for pediatric occupational therapy*. Philadelphia; Wolters Kluwer.

Sames, K. (2014). *Documenting occupational therapy practice* (3rd ed.). Pearson. ISBN 13: 978-0-1331-1049-4

Required Articles:

Bazyk, S., Demirjian, L., Horvath, F., & Doxsey, L. (2018). The Comfortable Cafeteria Program for Promoting Student Participation and Enjoyment: An Outcome Study. *American Journal of Occupational Therapy*, 72(3). doi:10.5014/ajot.2018.025379

Recommended Textbooks

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Mulligan, S. (2014). *Occupational therapy evaluation for children: A pocket guide* (2nd ed.). Philadelphia, PA: Lippincott, Williams & Wilkins. ISBN 13: 978-1-4511-7617-9

Methods of Evaluation:

In order to progress in the OT program, the student must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog, current edition*).

Classroom Evaluation Methods:

| Assignments | Percent of Final Grade |
|---|------------------------|
| Exams There will be two exams during the semester, and one Final Exam, each worth 15%. | 45 |
| Intervention Plan #1 The first intervention plan will be based on a case study. Utilize the OT 610 Intervention Plan document and rubric inserted in the syllabi. | 15% |
| Intervention Plan #2 The second intervention plan will be based on an individual from your fieldwork placement. If there is not an individual accessible to base this plan on, consult with the instructor and a case study will be provided. If the Intervention Plan is based on a client at fieldwork, your onsite supervisor must sign your intervention plan prior to submission, but they should not review or edit it. | 15% |
| Clinical Competencies Checklist Students are provided with the clinical competencies checklist, and may attend a Clinical Competencies office hour session to demonstrate their skill during an time of availability listed on the syllabus. | 15% |
| Telehealth Intervention Assignment | 10% |

Classroom Grading Scale:

| Alphabetic | Raw Score |
|-------------------|------------------|
| A | 93-100 |
| B+ | 89-92 |
| B | 85-88 |
| C+ | 81-84 |
| C | 77-80 |
| F | 76 or below |

Rounding:

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

ACADEMIC INFORMATION**Attendance Policy:**

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than fifteen percent (15%) of required sessions during accelerated semesters, a grade of "F" or "W" will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

Online participation is necessary for any courses offered online.

Test Taking Guidelines:

Before each quiz/test/exam students will:

- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic zero "0".
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

Written Paper Requirements:

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learn System unless instructed otherwise.

E-mail:

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

Social Networking Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and/or pictures about the FMU OT program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy:

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University’s Title IX Coordinator (titleixcoordinator@fmarion.edu)

Student Responsibilities:

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, and the *University Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Americans with Disabilities Act (ADA):

If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center. Accommodations will be made with proper documentation from the University Counseling and Testing Center. The student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the student would like to use the accommodations. If at any time during the semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Grievance Procedure:

The Department of Occupational Therapy adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the OT program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*.

Guidelines for Faculty Appointments:

All faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible, the student may request the faculty to meet at another time.

Academic Dishonesty:

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Code of Ethics:

The School of Health Sciences subscribes to the "Code of Student Conduct" as defined in the "Students' Rights and Responsibilities" section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the OT profession.

HIPAA:

The Francis Marion University Occupational Therapy Program is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is important to remember to be compliant with the HIPPA rules in class as well as in clinic.

Definition of Unprofessional Behavior:

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate

productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior:

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences' student towards another student, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic advisor. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Department Chair and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

****All academic warnings are cumulative throughout the program.**

Computer Use:

Because computers are an essential learning tool, every student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)

- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable. All devices must have at least a 90-minute battery capacity when fully charged, since some classrooms do not provide individual electrical outlets for students. Personal handheld devices are recommended that can download eBooks for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

CONTENT INFORMATION

Topical Outline:

| Week | Content | Resources | |
|-----------|---|--|------------------------|
| Lecture 1 | Introduction of course syllabus, review of assignments and expectations | O'Brien & Miller-Kuhaneck Chapters 1-5, and 28-32 | |
| Lab 1 | Observational Assessment and Activity Analysis Use of Standardized Tests and Pediatric Practice NICU & NICU Positioning | O'Brien & Miller-Kuhaneck Chapters 6, 7, 22 | |
| Lecture 2 | Behavioral Approaches Mental health Conditions | O'Brien & Miller-Kuhaneck Chapters 21, 28 | |
| Lab 2 | Evaluation Interpretation, and Goal Writing Documenting Outcomes | O'Brien & Miller-Kuhaneck Chapters 8, 9 | |
| Lecture 3 | Early Intervention & School Based IFSP / IEP /504/ RTI / Inclusion Health Literacy for Parents | O'Brien & Miller-Kuhaneck Chapters 23, 24 | |
| Lab 3 | IEP and IFSP Writing Meeting Simulation | | |
| Lecture 4 | Sensory Integration ASD | Kramer, Hinojosa & Howe Chapters 6 & 7 O'Brien & Miller-Kuhaneck Chapters 20 & 30 | |
| Lab 4 | Sensory Integration Lab | | |
| Lecture 5 | Lab Competencies Check | | Lab Competencies Check |
| Lab 5 | Exam 1 | | Exam 1 |
| Lecture 6 | Assessment and Treatment of Educational Performance: Hand Writing, Visual Perception | O'Brien & Miller-Kuhaneck Chapters 15 & 32 | |
| Lab 6 | Fine Motor and Visual Perception Lab | | |
| Lecture 7 | Motor Control, Motor Learning, Mobility in Pediatrics, Pediatric Hand Therapy, Cerebral Palsy | O'Brien & Miller-Kuhaneck Chapters 16, 18, 27, 29 | |

| | | | |
|------------|---|---|---|
| Lab 7 | Facilitating Movements and Postures | | Lab Competencies Check |
| Lecture 8 | Telehealth | TBD AOTA Resources | |
| Lab 8 | Telehealth Competencies | | |
| Lecture 8 | Assessment and Treatment of ADL/IADL Childhood Trauma Ethical Scenarios | O'Brien & Miller-Kuhaneck Chapters 12, 13, 31 | Intervention Plan 1 Due |
| Lab 8 | Hospital & Rehab Practice Social Participation/Assistive Tech | O'Brien & Miller-Kuhaneck Chapters 14, 19, 26 | |
| Lecture 9 | Social Participation | O'Brien & Miller-Kuhaneck Chapter 14 | |
| Lab 9 | Assistive Tech Lab | O'Brien & Miller-Kuhaneck Chapter 19 | |
| Lecture 10 | Exam 2 | Exam 2 | Exam 2 |
| Lab 10 | Oral Motor and Feeding | O'Brien & Miller-Kuhaneck Chapter 10 Marcus Text | |
| Lecture 11 | Assessment and Treatment of Play Cognitive Interventions | O'Brien & Miller-Kuhaneck Chapter 11, 17 | |
| Lab 11 | Cognitive Intervention/Play | | |
| Lecture 12 | Developmental Disabilities Transition/ Vocational Readiness | O'Brien & Miller-Kuhaneck Chapter 25 | |
| Lab 12 | Lab Competencies | | |
| Lecture 13 | Roundtable: Intervention Planning Improvements | | Intervention Plan #2 Due |
| Lab 13 | Pediatric Intervention in the Community and Natural Environments | | |
| Lecture 14 | Reinvigorating School Based Practice Panel Every Moment Counts | Bazyk, et al 2018. | Telehealth Intervention Session Recording Due |
| Lab 14 | Telehealth Session Sharing and Critiques | | |
| Week 15 | Wrap Up, Review | | |

Francis Marion University Occupational Therapy Department
INTERVENTION PLAN RUBRIC OT 610

| | Below Expectations Significant omissions | Meets Expectations Minor omissions | Exceeds Expectations Thorough and comprehensive | Comments |
|---|--|--|---|-----------------|
| Demographics | Points 0-3 | Points 3-4 | Points 4-5 Clients name, DOB, Date of report, diagnosis, precautions/contraindications are properly identified | |
| Current Occupational Performance Status (2018 ACOTE Standard B.4.4) | Points 0-3 | Points 3-4 | Points 4-5 Occupational Profile utilizing AOTA template | |
| Reimbursement and Policy Conditions (2018 ACOTE Standards B.4.29, B 5.4.) | Points 0-3 | Points 3-4 | Points 4-5 What are organizational, legislative or reimbursement requirements that will impact the amount of time, number of sessions, etc, in this setting? | |
| Theory to Direct Assessment and Intervention (2018 ACOTE Standards B 2.1) | Points 0-3 | Points 3-4 | Points 4-5 Identify 1-2 theoretical approaches and frames of reference you have chosen to direct the assessment and intervention process. | |
| Assessment Plan (2018 ACOTE Standards B 4.5), | Points 0-3 | Points 3-4 | Points 4-5 What is your plan for use of standardized and non-standardized tests Are there any issues of bias or cultural relevance associated with the chosen methods? | |
| Assessment (2018 ACOTE Standards B 3.5, B.4.2., B 4.7, B.4.8.) | Points 0-8 | Points 9-15 | Points 16-20 Provides analytical summary of all performance areas, client factors, performance patterns, context, performance skills Client problem list is developed and implications on functional performance is identified. | |

Francis Marion University Occupational Therapy Department
INTERVENTION PLAN RUBRIC OT 610

| | | | | |
|--|------------|-------------|---|--|
| Goals (2018 ACOTE Standards B.2.1., B.3.4., B.3.6., B.4.2., B.4.3., B.4.9., B.4.10., B.4.18) | Points 0-8 | Points 9-15 | Points 16-20 Provide 3 long term goals with 2 associated short term objectives for areas of dysfunction. Include 1 intervention activity for each objective, specifying the setup, instructions, theoretical rationale, expected performance and grading options for each, as applicable | |
| Evidence (2018 ACOTE Standards B4.4), | | | Provide 2-3 evidence-based resources that support the intervention activities that you have described above. Briefly describe the evidence in a few sentences, and append the resources. | |
| Technology Goals (2018 ACOTE Standard B 4.15) | Points 0-2 | Points 3-4 | Points 4-5 Briefly describe the technology applications, such as e-documentation, telehealth, virtual experiences that may be utilized this intervention plan. | |
| Documentation requirements (2018 ACOTE Standard B 4.29) | Points 0-2 | Points 3-4 | Points 4-5 Indicate the documentation requirements that affect consumers in this setting. | |
| Monitor and Reassess (2018 ACOTE Standard B 4.22) | Points 0-2 | Points 3-4 | Points 4-5 Briefly discuss what outcome measures you will use to monitor and assess progress. | |
| Collaboration (2018 ACOTE Standards B 4.19, B4.23, B.4.2, B 4.25.) | Points 0-3 | Points 3-4 | Points 4-5 Identify methods for this client's care to include interprofessional collaboration, OT/OTA collaboration, consultation) | |
| Education materials (2018 ACOTE Standards B.4.10., B.4.21.) | Points 0-2 | Points 3-4 | Points 4-5 Prepare a handout of instruction for a home program or education for the client that employs principles of health literacy and reflects home or community based goals associated with the intervention plan. Attach as an appendix. | |
| Discharge Criteria (2018 ACOTE Standards B.4.20., B.4.26., B.4.28.) | Points 0-2 | Points 2-5 | Points 5-10 Describe discharge criteria, necessary referrals and requirements for consultation, care coordination, transition, case management for the client. | |
| TOTAL | | | | |

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: Occupational Therapy/School of Health Sciences **Date** 1/12/2021

Course No. or Level: OT 610FW **Title:** Level I Fieldwork II: Pediatrics

Semester hours 1 Clock hours: Lecture _____ Laboratory 1

Prerequisites OT 503, OT 504 Co-Requisites OT 610

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Bittings

Provost's Signature Pete King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 610FW Level I Fieldwork 2: Pediatrics (1, P/F) This fieldwork experience will integrate OT 610 course concepts while students observe and begin to participate in the intervention process with pediatric clients experiencing occupational dysfunction, under the supervision of a credentialed professional.

- Purpose:
1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
 2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

Teaching method planned:

Teaching strategies will consist of supervised practice, interviewing, development, simulations, directed observation, reflection, discussions, presentations, written assignments, tests, and pre and post-conferences.

Textbook and/or materials planned (including electronic/multimedia):

Required Textbooks:

Sames, K. (2015). *Documenting occupational therapy practice* 3rd Edition. NJ: Pearson Prentice Hall. ISBN: ISBN-13: 978-0133110494

Weiss, D. F., Morgan, M. J., & Tilin, F. J. (2018). *The interprofessional health care team: Leadership and development*. 186 p.: Jones & Bartlett Learning.

Required Articles/Documents:

American Occupational Therapy Association. (2014). *Occupational therapy practice framework: Domain & process* 3rd Edition. MD: AOTA Press. ISBN: 978-1-56900-361-9

American Occupational Therapy Association. (2020). Occupational therapy's commitment to diversity, equity, and inclusion. *American Journal of Occupational Therapy*, 74(Suppl. 3), 7413410030. <https://doi.org/10.5014/ajot.2020.74S3002>

American Occupational Therapy Association. (2015). Occupational therapy code of ethics (2015). *American Journal of Occupational Therapy*, 69(Suppl. 3), 6913410030. <http://dx.doi.org/10.5014/ajot.2015.696S03>

Goode, T. D. (2009) Promoting cultural & linguistic competency self-assessment checklist for personnel providing services and supports in early intervention and early childhood settings. *National Center for Cultural Competence Georgetown University Center for Child and Human Development University Center for Excellence in Developmental Disabilities Education, Research*. Retrieved 9/15/2020 from <https://nccc.georgetown.edu/documents/ChecklistEIEC.pdf>

Course Content:

Students will spend 4-8 hours across a 10-week period in a pediatric context, whether on campus in a simulated or live clinical interaction, with full time or adjunct faculty as supervisors, or one day per week in a school, community or clinical setting under the supervision of a licensed occupational therapist or other credentialed professional. Experiences across students will vary, and it is the expectation that they will make the most of their own individual placement and share and learn from the experiences and perspectives of their peers through discussion postings and seminars. Students are reminded that confidentiality is of utmost importance. While information may be shared among class members about clinical experiences, there should be no identifying information about patients that would jeopardize their anonymity, and all discussions must be conveyed with the utmost respect for individuals.

| Course Student Learning Outcomes | Evaluation Methods |
|---|---|
| 1. Articulate the role of occupational therapy in the particular pediatric treatment context. | Level I Fieldwork Performance Evaluation |

| | |
|--|--|
| 2. Demonstrate cultural awareness and respect for diversity of individuals. | Level I Fieldwork Performance Evaluation |
| 3. Assess personal strengths and areas of growth applicable to professional development and implement strategies to facilitate personal and professional goal achievement. | Self Evaluation |
| 4. Demonstrate professional behaviors throughout interactions including self-direction, preparedness, timeliness, and dependability. | Level I Fieldwork Performance Evaluation Journal Reflection a |
| 5. Consistently demonstrate behaviors in accordance with the AOTA Code of Ethics, HIPPA and facility policies and protocols. (ACOTE 2018 Standard B 7.1) | Level I Fieldwork Performance Evaluation |
| 6. Maximize the safety of self and others by upholding all safety regulations, infection control and taking actions to minimize risk. (ACOTE 2018 Standard B 3.7) | Level I Fieldwork Performance Evaluation |
| 7. Demonstrate the ability to incorporate therapeutic use of self in interactions with others. (ACOTE 2018 Standard B 4.1) | Level I Fieldwork Performance Evaluation Journal Reflection and Curricular Themes |
| 8. Recognize the importance of occupation and design opportunities to include it in the intervention process | Level I Fieldwork Performance Evaluation |
| 9. Describe and facilitate interprofessional interactions. (ACOTE 2018 Standard B 4.8) | Level I Fieldwork Performance Evaluation |
| 10. Contribute to the development of theoretically sound and evidence-based assessment and intervention skills applicable to various pediatric individuals and groups. (ACOTE 2018 Standard B 4.4) | Level I Fieldwork Performance Evaluation |
| 11. Apply clinical and dynamic reasoning skills to a variety of pediatric populations and treatment contexts. (ACOTE 2018 Standard B 4.2) | Level I Fieldwork Performance Evaluation |
| 12. Produce clear, concise, and accurate clinical documentation using widely accepted formats common to handwritten and electronic medical records. (ACOTE 2018 Standard B 4.15) | SOAP Notes |
| 13. Reflect on the application of the FMU Occupational Therapy Department curricular themes to this setting: evidence based, occupation focused, client centered, community-based treatment that is applied with advanced clinical skills and therapeutic use of self. | Journal Reflection and Curricular Themes |
| 14. Address clients in a holistic manner, including attention to psychosocial factors. | Journal Reflection and Curricular Themes |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 2 Demonstrate entry-level competence as a generalist utilizing occupation-based practice in a client centered manner, with broad exposure to delivery models and systems in traditional and emerging practice settings | |

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Level I Fieldwork II: Pediatrics
Course Number: OT 610FW
Credit Hours: 1
Semester: Summer Year I

Pre-requisites: OT 512, OT 513

Co-requisites: OT 610

Course Coordinator: TBD

Office Number:

Office Phone:

E-mail:

Office hours:

Course Description: This fieldwork experience will integrate OT 610 course concepts while students observe and begin to participate in the intervention process with pediatric clients experiencing occupational dysfunction, under the supervision of a credentialed professional.

Syllabi Enhanced Description: Students will spend 4-8 hours across a 10-week period in a pediatric context, whether on campus in a simulated or live clinical interaction, with full time or adjunct faculty as supervisors, or one day per week in a school, community or clinical setting under the supervision of a licensed occupational therapist or other credentialed professional. Experiences across students will vary, and it is the expectation that they will make the most of their own individual placement and share and learn from the experiences and perspectives of their peers through discussion postings and seminars. Students are reminded that confidentiality is of utmost importance. While information may be shared among class members about clinical experiences, there should be no identifying information about patients that would jeopardize their anonymity, and all discussions must be conveyed with the utmost respect for individuals.

| Course Student Learning Outcomes | Evaluation Methods |
|--|--|
| 1. Articulate the role of occupational therapy in the particular pediatric treatment context. | Level I Fieldwork Performance Evaluation |
| 2. Demonstrate cultural awareness and respect for diversity of individuals. | Level I Fieldwork Performance Evaluation |
| 3. Assess personal strengths and areas of growth applicable to professional development and implement strategies to facilitate personal and professional goal achievement. | Self Evaluation |
| 4. Demonstrate professional behaviors throughout interactions including self-direction, preparedness, timeliness, and dependability. | Level I Fieldwork Performance Evaluation Journal Reflection a |
| 5. Consistently demonstrate behaviors in accordance with the AOTA Code of Ethics, HIPPA and facility policies and protocols. (ACOTE 2018 Standard B 7.1) | Level I Fieldwork Performance Evaluation |
| 6. Maximize the safety of self and others by upholding all safety regulations, infection control and taking actions to minimize risk. (ACOTE 2018 Standard B 3.7) | Level I Fieldwork Performance Evaluation |
| 7. Demonstrate the ability to incorporate therapeutic use of self in interactions with others. (ACOTE 2018 Standard B 4.1) | Level I Fieldwork Performance Evaluation Journal Reflection and Curricular Themes |
| 8. Recognize the importance of occupation and design opportunities to include it in the intervention process | Level I Fieldwork Performance Evaluation |
| 9. Describe and facilitate interprofessional interactions. (ACOTE 2018 Standard B 4.8) | Level I Fieldwork Performance Evaluation |
| 10. Contribute to the development of theoretically sound and evidence-based assessment and intervention skills applicable to various pediatric individuals and groups. (ACOTE 2018 Standard B 4.4) | Level I Fieldwork Performance Evaluation |
| 11. Apply clinical and dynamic reasoning skills to a variety of pediatric populations and treatment contexts. (ACOTE 2018 Standard B 4.2) | Level I Fieldwork Performance Evaluation |
| 12. Produce clear, concise, and accurate clinical documentation using widely accepted formats common to handwritten and electronic medical records. (ACOTE 2018 Standard B 4.15) | SOAP Notes |
| 13. Reflect on the application of the FMU Occupational Therapy Department curricular themes to this setting: evidence based, occupation focused, client centered, community-based treatment that is applied with advanced clinical skills and therapeutic use of self. | Journal Reflection and Curricular Themes |
| 14. Address clients in a holistic manner, including attention to psychosocial factors. | Journal Reflection and Curricular Themes |

| Program Learning Outcomes Related to Course Content |
|---|
| Program Outcome 2 Demonstrate entry-level competence as a generalist utilizing occupation-based practice in a client centered manner, with broad exposure to delivery models and systems in traditional and emerging practice settings |

Teaching/Learning Strategies:

Teaching strategies will consist of supervised practice, interviewing, development, simulations, directed observation, reflection, discussions, presentations, written assignments, tests, and pre- and post-conferences.

Required Textbooks:

Sames, K. (2015). *Documenting occupational therapy practice* 3rd Edition. NJ: Pearson Prentice Hall. ISBN: ISBN-13: 978-0133110494

Weiss, D. F., Morgan, M. J., & Tilin, F. J. (2018). *The interprofessional health care team: Leadership and development*. 186 p.: Jones & Bartlett Learning.

Required Articles/Documents:

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American Occupational Therapy Association. (2015). Occupational therapy code of ethics (2015). *American Journal of Occupational Therapy*, 69(Suppl. 3), 6913410030. <http://dx.doi.org/10.5014/ajot.2015.696S03>

Goode, T. D. (2009) Promoting cultural & linguistic competency self-assessment checklist for personnel providing services and supports in early intervention and early childhood settings. *National Center for Cultural Competence Georgetown University Center for Child and Human Development University Center for Excellence in Developmental Disabilities Education, Research*. Retrieved 9/15/2020 from <https://nccc.georgetown.edu/documents/ChecklistEIEC.pdf>

Methods of Evaluation:

In order to progress in the OT program, the student must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog, current edition*).

Classroom Evaluation Methods:

| Assignments | Percent of Final Grade |
|--|------------------------|
| Journal Reflections and Curricular Themes Each student is responsible for documenting each session spent in fieldwork in a soap note format, submitted to the instructor weekly. Note how you are advancing in the professional development/behavior goal you developed for yourself in a prior clinical semester, if applicable. In addition, a final 2 page paper addressing how the clinical experience did or did not address the themes of the FMU Occupational Therapy Department curriculum, including evidence based, occupation focused, client centered, community-based with the application of health literacy, clinical skills and therapeutic use of self. | 10 |
| Self-Evaluation, and Clinical Site Evaluation Each student is required to complete a final evaluation of the clinical experience to the AFWC, and conduct a professional behaviors self -assessment, identifying an individualized objective for their next clinical experience. | 5 |
| Online Peer Collaborations: Powerful Learning Experiences Three times during the semester students will meet online to discuss powerful experiences in the clinical setting that advanced their learning. Each student is expected to contribute at least once during the semester. Experiences should be shared informally, in approximately 10 minute presentation and discussion, in a manner that contributes to the learning of your peers. Contact the instructor one week before the Online Peer Collaboration if you would like to request a sharing time for the next session. | 5 |
| Fieldwork Performance Evaluation <i>OT 536 Level I Experience II Evaluation Midterm-</i> FWE completed assessment at midterm of student performance throughout the FW process based on components such as fundamentals of practice, general tenants, assessment & intervention, and professional development. <i>Formative Assessment</i> <i>OT 536 Level I Experience II Evaluation Final -</i> FWE completed assessment at final of student performance throughout the FW process based on components such as fundamentals of practice, general tenants, assessment & intervention, and professional development. <i>Summative Assessment</i> | 80 |

Classroom Grading Scale:

| Alphabetic | Raw Score |
|------------|-------------|
| A | 93-100 |
| B+ | 89-92 |
| B | 85-88 |
| C+ | 81-84 |
| C | 77-80 |
| F | 76 or below |

Rounding:

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

ACADEMIC INFORMATION**Attendance Policy:**

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than fifteen percent (15%) of required sessions during accelerated semesters, a grade of “F” or “W” will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

Online participation is necessary for any courses offered online.

Test Taking Guidelines:

Before each quiz/test/exam students will:

- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic zero “0”.
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

Written Paper Requirements:

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learn System unless instructed otherwise.

E-mail:

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

Social Networking Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and/or pictures about the FMU OT program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy:

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University’s Title IX Coordinator (titleixcoordinator@fmarion.edu)

Student Responsibilities:

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, and the *University Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Americans with Disabilities Act (ADA):

If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center. Accommodations will be made with proper documentation from the University Counseling and Testing Center. The

student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the student would like to use the accommodations. If at any time during the semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Grievance Procedure:

The Department of Occupational Therapy adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the OT program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*.

Guidelines for Faculty Appointments:

All faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible, the student may request the faculty to meet at another time.

Academic Dishonesty:

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Code of Ethics:

The School of Health Sciences subscribes to the "Code of Student Conduct" as defined in the "Students' Rights and Responsibilities" section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the OT profession.

HIPAA:

The Francis Marion University Occupational Therapy Program is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is important to remember to be compliant with the HIPAA rules in class as well as in clinic.

Definition of Unprofessional Behavior:

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language

- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior:

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences' student towards another student, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic advisor. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Department Chair and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

****All academic warnings are cumulative throughout the program.**

Computer Use:

Because computers are an essential learning tool, every student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)
- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable. All devices must have at least a 90-minute battery capacity when fully charged, since some classrooms do not provide individual electrical outlets for students. Personal handheld devices are recommended that can download eBooks for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

CONTENT INFORMATION

Topical Outline:

| Week | Content: | Resources: | Evaluation Methods |
|---------|---|---|----------------------|
| Week 1 | Online seminar with FMU Academic Fieldwork Coordinator (AFWC) Review of syllabus Weekly SOAP note formats Code of Ethics | FMU Occupational Therapy Department Student Handbook FMY Occupational Therapy Department Fieldwork Manual AOTA (2015) | |
| Week 2 | Cultural Self-Assessment Diversity, Equity, Inclusion Professional Development and Behaviors | AOTA (2020) Goode (2009) | |
| Week 3 | Onsite Pediatric Clinical experience | | SOAP Note Posting #1 |
| Week 4 | Online Peer Collaboration 1 Onsite Pediatric Clinical experience | Weiss, Tilin & Morgan Chapters 1 and 2 | SOAP Note Posting #2 |
| Week 5 | Onsite Pediatric Clinical experience | | SOAP Note Posting #3 |
| Week 6 | Onsite Pediatric Clinical experience | | SOAP Note Posting #4 |
| Week 7 | Complete Midterm Evaluation with Clinical Onsite Instructor and Submit to AFWC Onsite Pediatric Clinical experience | | SOAP Note Posting #5 |
| Week 8 | Online Peer Collaboration 2 Onsite Pediatric Clinical experience | Weiss, Tilin & Morgan Chapters 3 | SOAP Note Posting #6 |
| Week 9 | Onsite Pediatric Clinical experience | | SOAP Note Posting #7 |
| Week 10 | Onsite Pediatric Clinical experience | | SOAP Note Posting #8 |
| Week 11 | Onsite Pediatric Clinical experience | | SOAP Note Posting #9 |

| | | | |
|---------|--|--|---|
| Week 12 | Complete Final Evaluation with Clinical Onsite Instructor Online Peer Collaboration 3 Onsite Pediatric Clinical experience | | Submit Final Evaluation and Clinical Site Evaluation to AFWC SOAP Note Posting #10 |
| Week 13 | Wrap Up Seminar Reviewing Professional Growth and Clinical Skills | | |
| Week 14 | Wrap Up Seminar Reviewing Course Objectives | | Submit Professional Behavior Summary and Goal to AFWC |



LEVEL I FIELDWORK COMPETENCY EVALUATION FOR OT AND OTA STUDENTS

Introduction

The purpose of Level I fieldwork is to provide experiential opportunities for students to gain the performance competency and confidence for progressing successfully in the academic program, including successive Level I and Level II fieldwork.

The *Level I Fieldwork Competency Evaluation for OT and OTA Students* complements the *AOTA Fieldwork Performance Evaluation for the OT Student* and *for the OTA Student*. It is designed to assess performance skills that build a foundation for successful completion of Level II fieldwork.

This tool is divided into five sections:

- I. Fundamentals of Practice
- II. Foundations of Occupational Therapy
- III. Professional Behaviors
- IV. Screening and Evaluation
- V. Intervention

The first 3 sections are identified as mandatory, as they are applicable to all practice settings and assess basic skills. The last 2 sections are *optional*, allowing an OT/OTA academic program to select relevant sections for a particular Level I experience in that program. The AFWC should make this clear to the FWEd. The criterion for satisfactory performance is determined by the OT/OTA academic program.

Directions

This tool is to be completed by the identified FWEd for the Level I experience.

The rating scale ranges from

| | | |
|---|--------------------------|---|
| U | Unacceptable | Performance is weak in most required tasks and activities. Work is frequently unacceptable. |
| B | Below Standards | Opportunities for improvement exist; however, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable. |
| M | Meets Standards | Carries out required tasks and activities. This rating represents good, solid performance and should be used most often. |
| E | Exceeds Standards | Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional. |
| O | Outstanding | Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student. |

COMMENT REQUIRED FOR ALL ITEMS SCORED "B" or "U."



LEVEL I FIELDWORK COMPETENCY EVALUATION FOR OT AND OTA STUDENTS

| | |
|---|---|
| STUDENT INFORMATION: | |
| Student Name: _____ <div style="display: flex; justify-content: space-around; font-size: small;"> First Middle Last </div> | Date: _____ Semester: _____ Practice Setting: _____ |
| Site Name: _____ | Course Number: _____ |
| Student ID: _____ | FW Sequence: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> |
| Student's School: _____ | |
| Hours Completed: _____ | |

| | |
|---|--|
| PRIMARY FWEd INFORMATION | |
| FWEd Name: _____ <div style="display: flex; justify-content: space-around; font-size: small;"> First Last Credentials </div> | Past Experience: _____ <div style="display: flex; justify-content: space-around; font-size: small;"> (# of FWI Students) (# of FWII students) </div> |
| FWEd License #: _____ | FWEd Credentials: <input type="checkbox"/> OT: _____ <input type="checkbox"/> OTA: _____ |
| Years of Experience: _____ | <input type="checkbox"/> Other: _____ |
| Have you attended the AOTA FWEd Certificate Course? <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| If other: _____ | |

Indicate the student's level of performance using the scale below.

| | | |
|---|--------------------------|---|
| U | Unacceptable | Performance is weak in most required tasks and activities. Work is frequently unacceptable. |
| B | Below Standards | Opportunities for improvement exist; however, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable. |
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| O | Outstanding | Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student. |

COMMENT REQUIRED FOR ALL ITEMS SCORED "B" or "U."

I. FUNDAMENTALS OF PRACTICE

| THE STUDENT: | U B M E O |
|--|-----------|
| 1. Adheres consistently to AOTA's Occupational Therapy Code of Ethics. Follows ethical standards for FW setting. Abides by Health Insurance Portability and Accountability Act (HIPAA) and Family Education Rights and Privacy Act (FERPA). Respects privacy of client. COMMENTS: | |
| 2. Adheres consistently to safety regulations, and uses sound judgment to ensure safety. Follows FW setting's policies and procedures for client safety. Demonstrates awareness of hazardous situations, and reports safety issues to supervisor. COMMENTS: | |

II. FOUNDATIONS OF OCCUPATIONAL THERAPY

| THE STUDENT: | U B M E O |
|---|-----------|
| 1. Articulates values and beliefs of occupational therapy. Verbalizes definition of occupational therapy as relevant to FW setting or audience. COMMENTS: | |
| 2. Utilizes relevant evidence to make informed practice decisions. Connects class concepts to FW through inquiry or discussion. Articulates value of using evidence-based practice. Identifies and provides evidence that is relevant to setting or clients. COMMENTS: | |

III. PROFESSIONAL BEHAVIOR

| | U B M E O |
|---|-----------|
| 1. Time management skills. Consider student's ability to be prompt, arriving and completing assignments on time. COMMENTS: | |
| 2. Organization. Consider student's ability to set priorities, be dependable, be organized, and follow through with responsibilities. COMMENTS: | |
| 3. Engagement in FW experience. Consider student's apparent level of interest, level of active participation while on site, and investment in individuals and treatment outcomes. COMMENTS: | |
| 4. Self-directed learning. Consider student's ability to take responsibility for own learning and to demonstrate motivation. COMMENTS: | |
| 5. Reasoning and problem solving. Consider student's ability to use self-reflection; willingness to ask questions; ability to analyze, synthesize, and interpret information; and understand OT process. COMMENTS: | |
| 6. Written communication. Consider student's ability to use proper grammar and spelling, legibility of work, successful completion of written assignments, and documentation skills. COMMENTS: | |
| 7. Initiative. Consider student's initiative, ability to seek and acquire information from a variety of sources, and demonstrate flexibility as needed. COMMENTS: | |
| 8. Observation skills. Consider student's ability to observe relevant behaviors related to occupational performance and client factors and to verbalize perceptions and observations. COMMENTS: | |

| | |
|---|--|
| <p>9. Participation in supervisory process. Consider student's ability to give, receive, and respond to feedback; seek guidance when necessary; and follow proper channels of communication. COMMENTS:</p> | |
| <p>10. Verbal communication and interpersonal skills with patients/clients, staff, and caregivers. Consider student's ability to interact appropriately with individuals, such as eye contact, empathy, limit-setting, respectfulness, use of authority, and so forth; degree and quality of verbal interactions; use of body language and non-verbal communication; and exhibition of confidence. COMMENTS:</p> | |
| <p>11. Professional and personal boundaries. Consider student's ability to recognize and handle personal and professional frustrations; balance personal and professional obligations; handle responsibilities; work with others cooperatively, considerately, and effectively; and be responsive to social cues. COMMENTS:</p> | |
| <p>12. Use of professional terminology. Consider student's ability to respect confidentiality; appropriately apply professional terminology (e.g., <i>Occupational Therapy Practice Framework</i> terms and OT acronyms/abbreviations) in written and oral communication. COMMENTS:</p> | |

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IV. SCREENING AND EVALUATION (enter N/A = Not Applicable if not required on this placement)

| THE STUDENT: | U | B | M | E | O | N/A |
|--|---|---|---|---|---|-----|
| <p>1. Contributes to screening/evaluation process. Communicates observations. Identifies resources for evaluation process. Could include chart review. COMMENT:</p> | | | | | | |
| <p>2. Completes an interview and drafts an occupational profile. COMMENT:</p> | | | | | | |
| <p>3. Identifies potential goals from evaluation process. COMMENT:</p> | | | | | | |
| <p>4. Drafts documentation consistent with practice setting. COMMENT:</p> | | | | | | |

V. INTERVENTION (enter N/A = Not Applicable if not required on this placement)

| THE STUDENT: | U | B | M | E | O | N/A |
|--|---|---|---|---|---|-----|
| <p>1. Contributes to intervention process. Could include preparing clinic area and identifying resources and evidence. COMMENT:</p> | | | | | | |
| <p>2. Identifies interventions consistent with client evaluation and goals. COMMENT:</p> | | | | | | |

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: Occupational Therapy/School of Health Sciences Date 1/12/2021

Course No. or Level: OT 611 Title: Occupational Therapy Intervention Process: Adults

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites OT 503, OT 504, OT 610 Co-Requisites OT 611FW

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Sittings

Provost's Signature Peter King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 611 Occupational Therapy Intervention Process: Adult (3) This course presents intervention skills required by the occupational therapist in variety of contexts with adult clients. The screening, assessment, formulation of intervention plans, treatment implementation, referral to others, discontinuation of services, and documentation of services is included. Methods to promote client-centered, occupation-focused, and evidence-based interventions in a culturally relevant manner will be included. Interprofessional learning activities and a Level I Fieldwork experience are associated with this course.

- Purpose:
1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
 2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

Teaching method planned:

Teaching strategies will consist of voice-over, lecture, and video case studies, demonstration, hands-on practice, audio-visual aids, discussions, group work, presentations, written assignments, tests, and observation of student performance in the lab/clinical setting, as applicable.

Textbook and/or materials planned (including electronic/multimedia):

Required Textbook:

Gillen, G., & Schell, B. A. (2019). *Willard and Spackman's occupational therapy*. Philadelphia: Wolters Kluwer.

Coppard, B., and Lohman, H. (2008). *Introduction to splinting: A critical thinking & problem-solving approach* (3rd ed.). Philadelphia: Mosby Elsevier. ISBN: 978-0-323-03384-8

McHugh Pendleton, H., & Schultz-Krohn, W. (2018). *Pedretti's occupational therapy: Practice skills for physical dysfunction. (8th Edition)*. Publisher: Mosby Elsevier 978-0-323-33927-8. *Publication Manual of the American Psychological Association*. (2020). Washington, DC: American Psychological Association.

Unsworth, C.A. (2011). *OT-DORA: Occupational therapy driver off-road assessment battery*. Bethesda, MD: AOTA Press

Journal Articles Required:

McKelvey, J. (2004, July). Occupational therapy in acute care hospitals. *OT Practice*, CE1-CE7.

Nguyen, V., Thao-Houane, T., & Warren, M.L. (2014, September 15). Early mobilization: Occupational therapy within a multidisciplinary team approach. *OT Practice*, 15-19.

Oertli, S. (2007, November 12). Cancer: Many diagnoses, one occupation-based approach. *OT Practice*, 16-19.

Pantanella, T.R. (2012, December 3). Fraud: Ruining your practice? *Advance for Occupational Therapy Practitioners*, 5-6.

Sokol-McKay, D. (2002, October 28). Diabetes: Functional implications, general precautions, and practical considerations. *OT Practice*, 11-17.

Course Content:

This course presents intervention skills required by the occupational therapist in variety of contexts with adult clients. The screening, assessment, formulation of intervention plans, treatment implementation, referral to others, discontinuation of services, and documentation of services is included. Methods to promote client-centered, occupation focused and evidence-based interventions in a culturally relevant manner will be included. Interprofessional learning activities and a Level I Fieldwork experience are associated with this course.

| Course Student Learning Outcomes | |
|--|--|
| 1. Evaluate the impact of pathologies, impairments, disabilities, and role dysfunction of the occupational performance of adults. (ACOTE 2018 Standard B 1.1) | Exams Intervention Plans |
| 2. Apply knowledge of human anatomy, neurophysiology, disease processes, human growth, cultural factors, and development to the treatment of adults with physical disabilities and psychosocial dysfunction. (ACOTE 2018 Standard B 1.1, B 1.2) | Exams Intervention Plans |
| 2. Evaluate situations for their appropriateness for a referral to occupational therapy or to interprofessional colleagues. (ACOTE 2018 Standard B 4.26) | Exams Intervention Plans Clinical |
| 3. Select and utilize standardized and non-standardized evaluation methods based on appropriate theoretical constructs, in consideration of client needs, culture and contextual factors and with appropriate usage of procedures and protocols. (ACOTE 2018 Standard B 4.4, B 4.5) | Exams Intervention Plans Clinical |
| 4. Utilize clinical reasoning to analyze data in the context of the client's unique situation, documenting it with accepted terminology of the profession and in consideration of the health literacy of the intended recipient. (ACOTE 2018 Standard B 4.7, B 4.8) | Intervention Plans |
| 5. Demonstrate effective intra-professional OT/COTA collaboration throughout the occupational therapy process, in accordance with standards of practice and state licensure. (ACOTE 2018 Standard B 4.24) | Exams Intervention Plans Community Mobility Assignment |
| 6. Develop intervention plans for persons, groups and populations based on assessment and inclusive of goals, measurable objectives and strategies that are theoretically founded, client centered, occupation based and evidence informed. (ACOTE 2018 Standard B 3.4, B 4.3, B 4.10) | Intervention Plans |
| 7. Demonstrate clinical reasoning to evaluate, analyze, diagnose and provide interventions to address client factors, performance areas and performance skills. (ACOTE 2018 Standard B 4.2) | Exams Intervention Plans Mobility Assignment |
| 8. Address community mobility, access and transportation, including driver rehabilitation from individuals, group and population perspectives. (ACOTE 2018 Standard B 1.14) | Community Mobility Assignment |
| 9. Effectively document and communicate the need and rationale for occupational therapy services to a variety of constituents including clients, caregivers, interprofessional team members, supervisors, payors, and legislators. | Intervention Plans |
| 10. Describe a rationale for all clinical decisions and use clinical reasoning to explain the rationale for the use of promotion, compensation, adaptation and prevention strategies when desired life tasks cannot be performed. (ACOTE 2018 Standard B 4.3) | Exams Intervention Plans Mobility Assignment |

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|---|--|
| 11. Identify, discuss, and explain all safety concerns and contraindications related to intervention plans, including monitoring of vital signs. (ACOTE 2018 Standard B 3.7) | Exams Intervention Plans Mobility Assignment |
| 12. Formulate development, remediation, and compensation for functional cognitive, perceptual, sensory, neuromuscular, and behavioral and psychological-social deficits that impact performance. (ACOTE 2018 Standard B 4.9) | Exams Intervention Plans |
| 13. Apply therapeutic use of self, including one's personality, insights, perceptions, and judgments as part of the therapeutic process in both individual and group interaction, including attunement to culture. (ACOTE 2018 Standard B 4.1) | Intervention Plans Community Mobility Assignment |
| 14. Demonstrate the ability to safely and effectively deliver preparatory methods and therapeutic exercise to address strength, endurance, flexibility, and mobility. (ACOTE 2018 Standard B 4.10) | Exams Competencies Checklist |
| 15. Create and provide recommendations and training techniques to enhance mobility, including physical transfers, wheelchair management, mobility devices and community access and mobility. (ACOTE 2018 Standard B 4.13) | Community Mobility Assignment |
| 16. Based on assessment, design, fabricate, apply, fit, and train the use of orthotic devices, train in the use of prosthetic devices, based on scientific principles of kinesiology, biomechanics, and physics. (ACOTE 2018 Standard B 4.12) | Exams Intervention Plans Clinical Competencies Checklist |
| 17. Assess, grade and modify the performance of occupations that require adapted processes and modified environments, utilizing ergonomic principles as applicable. (ACOTE 2018 Standard B 4.18) | Intervention Plans Community Mobility Assignment |
| 18. Demonstrate safe and effective application of superficial thermal and mechanical modalities utilizing foundational knowledge, principles, indications, contraindications, and precautions. (ACOTE 2018 Standard B 4.17) | Exams Clinical Competencies Checklist |
| 19. Explain the use of deep thermal and electrotherapeutic modalities including indications, contraindications, and precautions. (ACOTE 2018 Standard B 4.17) | Exams Clinical Competencies Checklist |
| 20. Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for modified intervention or the grading of tasks. (ACOTE 2018 Standard B 4.22) | Exams Intervention Plans |
| 21. Organize, collect, and analyze and report data in a systematic manner for evaluation of practice outcomes. (ACOTE 2018 Standard B 4.6) | Exams Intervention Plans |

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|--|-----------------------------|
| 22. Develop plans for discharge and transition, including a summary of outcomes and follow-up, equipment recommendations, referrals, and discussion with the client and with relevant others of post-discharge needs, including home programs. (ACOTE 2018 Standard 4.19, 4.20) | Exams Intervention Plans |
| 23. Develop an awareness of interprofessional contributions, as well as interprofessional communication skills in collaborating interprofessionally to meet the needs of individuals, groups and populations. (ACOTE 2018 Standard B 4.19, 4.23, 4.25) | Exams Intervention Plans |
| Program Student Learning Outcomes Related to This Course | |
| Program Outcome 2 Demonstrate entry-level competence as a generalist utilizing occupation-based practice in a client centered manner, with broad exposure to delivery models and systems in traditional and emerging practice settings | |
| Program Outcome 3. Be prepared to select and apply evidence-based evaluations and interventions, founded in theory and articulated to individuals utilizing principles of health literacy to achieve expected outcomes related to occupation | |
| Program Outcome 4 Analyze and apply occupations and adaptation in accordance with the Occupational Therapy Practice Framework with persons, groups, and populations to promote wellness and/or address limitations due to developmental or medical conditions, disease, injury or any situation impacting desired agency in occupational performance. | |
| Program Outcome 5. Demonstrate actions that reflect respect for diversity, ethical standards and individual agency and autonomy in each professional, interprofessional and therapeutic relationship. | |
| Program Outcome 11. Demonstrate competence in the application of entry level and advanced clinical skills and technologies in accordance with standards of practice including precautions, contraindications and safety requirements. | |

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Occupational Therapy Intervention Process: Adults
Course Number: OT 611
Credit Hours: 3
Semester: Summer Year 1

Pre-requisites: OT 512, OT 513, OT 610
Co-requisites: OT 611FW

Course Coordinator: TBD

Office Number:

Office Phone:

E-mail:

Office hours:

Course Description: This course presents intervention skills required by the occupational therapist in variety of contexts with adult clients. The screening, assessment, formulation of intervention plans, treatment implementation, referral to others, discontinuation of services, and documentation of services is included. Methods to promote client-centered, occupation-focused and evidence-based interventions in a culturally relevant manner will be included. Interprofessional learning activities and a Level I Fieldwork experience are associated with this course.

| Course Student Learning Outcomes | |
|---|---|
| 1. Evaluate the impact of pathologies, impairments, disabilities, and role dysfunction of the occupational performance of adults. (ACOTE 2018 Standard B 1.1) | Exams Intervention Plans |
| 2. Apply knowledge of human anatomy, neurophysiology, disease processes, human growth, cultural factors, and development to the treatment of adults with physical disabilities and psychosocial dysfunction. (ACOTE 2018 Standard B 1.1, B 1.2) | Exams Intervention Plans |
| 2. Evaluate situations for their appropriateness for a referral to occupational therapy or to interprofessional colleagues. (ACOTE 2018 Standard B 4.26) | Exams Intervention Plans Clinical |

| | |
|--|--|
| 3. Select and utilize standardized and non-standardized evaluation methods based on appropriate theoretical constructs, in consideration of client needs, culture and contextual factors and with appropriate usage of procedures and protocols. (ACOTE 2018 Standard B 4.4, B 4.5) | Exams Intervention Plans Clinical |
| 4. Utilize clinical reasoning to analyze data in the context of the client's unique situation, documenting it with accepted terminology of the profession and in consideration of the health literacy of the intended recipient. (ACOTE 2018 Standard B 4.7, B 4.8) | Intervention Plans |
| 5. Demonstrate effective intra-professional OT/COTA collaboration throughout the occupational therapy process, in accordance with standards of practice and state licensure. (ACOTE 2018 Standard B 4.24) | Exams Intervention Plans Community Mobility Assignment |
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| 7. Demonstrate clinical reasoning to evaluate, analyze, diagnose and provide interventions to address client factors, performance areas and performance skills. (ACOTE 2018 Standard B 4.2) | Exams Intervention Plans Mobility Assignment |
| 8. Address community mobility, access and transportation, including driver rehabilitation from individuals, group and population perspectives. (ACOTE 2018 Standard B 1.14) | Community Mobility Assignment |
| 9. Effectively document and communicate the need and rationale for occupational therapy services to a variety of constituents including clients, caregivers, interprofessional team members, supervisors, payors, and legislators. | Intervention Plans |
| 10. Describe a rationale for all clinical decisions and use clinical reasoning to explain the rationale for the use of promotion, compensation, adaptation and prevention strategies when desired life tasks cannot be performed. (ACOTE 2018 Standard B 4.3) | Exams Intervention Plans Mobility Assignment |
| 11. Identify, discuss, and explain all safety concerns and contraindications related to intervention plans, including monitoring of vital signs. (ACOTE 2018 Standard B 3.7) | Exams Intervention Plans Mobility Assignment |
| 12. Formulate development, remediation, and compensation for functional cognitive, perceptual, sensory, neuromuscular, and behavioral and psychological-social deficits that impact performance. (ACOTE 2018 Standard B 4.9) | Exams Intervention Plans |
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| | |
|---|--|
| 14. Demonstrate the ability to safely and effectively deliver preparatory methods and therapeutic exercise to address strength, endurance, flexibility, and mobility. (ACOTE 2018 Standard B 4.10) | Exams Competencies Checklist |
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| Program Student Learning Outcomes Related to This Course |
|--|
| Program Outcome 2 Demonstrate entry-level competence as a generalist utilizing occupation-based practice in a client centered manner, with broad exposure to delivery models and systems in traditional and emerging practice settings |
| Program Outcome 3. Be prepared to select and apply evidence-based evaluations and interventions, founded in theory and articulated to individuals utilizing principles of health literacy to achieve expected outcomes related to occupation |
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| Program Outcome 5. Demonstrate actions that reflect respect for diversity, ethical standards and individual agency and autonomy in each professional, interprofessional and therapeutic relationship. |
| Program Outcome 11. Demonstrate competence in the application of entry level and advanced clinical skills and technologies in accordance with standards of practice including precautions, contraindications and safety requirements. |

Teaching/Learning Strategies:

Teaching strategies will consist of voice-over, lecture, and video case studies, demonstration, hands-on practice, audio-visual aids, discussions, group work, presentations, written assignments, tests, and observation of student performance in the lab/clinical setting, as applicable.

Required Textbook:

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Coppard, B., and Lohman, H. (2008). *Introduction to splinting: A critical thinking & problem-solving approach* (3rd ed.). Philadelphia: Mosby Elsevier. ISBN: 978-0-323-03384-8

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Journal Articles Required:

McKelvey, J. (2004, July). Occupational therapy in acute care hospitals. *OT Practice*, CE1-CE7.

Nguyen, V., Thao-Houane, T., & Warren, M.L. (2014, September 15). Early mobilization: Occupational therapy within a multidisciplinary team approach. *OT Practice*, 15-19.

Oertli, S. (2007, November 12). Cancer: Many diagnoses, one occupation-based approach. *OT Practice*, 16-19.

Pantanella, T.R. (2012, December 3). Fraud: Ruining your practice? *Advance for Occupational Therapy Practitioners*, 5-6.

Sokol-McKay, D. (2002, October 28). Diabetes: Functional implications, general precautions, and practical considerations. *OT Practice*, 11-17.

Methods of Evaluation:

In order to progress in the OT program, the student must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog, current edition*).

Classroom Evaluation Methods:

| Assignments | Percent of Final Grade |
|--|------------------------|
| Exams. There will be two exams during the semester, and one Final Exam, each worth 15%. | 45 |
| Intervention Plan #1 The first intervention plan will be based on a case study. Utilize the OT 611 Intervention Plan document and rubric inserted in the syllabi. | 15% |
| Intervention Plan #2 The second intervention plan will be based on an individual from your fieldwork placement. If there is not an individual accessible to base this plan on, consult with the instructor and a case study will be provided. If the Intervention Plan is based on a client at fieldwork, your onsite supervisor must sign your intervention plan prior to submission, but they should not review or edit it. | 15% |
| Clinical Competencies Checklist Students are provided with the clinical competencies checklist, and may attend a Clinical Competencies office hour session to demonstrate their skill during an time of availability listed on the syllabus. | 15% |
| Community Mobility Assignment | 10% |

Classroom Grading Scale:

| Alphabetic | Raw Score |
|-------------------|------------------|
| A | 93-100 |
| B+ | 89-92 |
| B | 85-88 |
| C+ | 81-84 |
| C | 77-80 |
| F | 76 or below |

Rounding:

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

ACADEMIC INFORMATION**Attendance Policy:**

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than fifteen percent (15%) of required sessions during accelerated semesters, a grade of "F" or "W" will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

Online participation is necessary for any courses offered online.

Test Taking Guidelines:

Before each quiz/test/exam students will:

- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic zero "0".
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

Written Paper Requirements:

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learn System unless instructed otherwise.

E-mail:

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

Phone Usage and Messaging:

Students are only to call preceptors for an emergency clinical situation. Faculty will not use verbal phone conversations or texting to discuss any issues with students. Contacting faculty (other than an emergency clinical issue) must be done by email.

Social Networking Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and/or pictures about the FMU OT program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy:

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University’s Title IX Coordinator (titleixcoordinator@fmarion.edu)

Student Responsibilities:

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, and the *University Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Americans with Disabilities Act (ADA):

If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center. Accommodations will be made with proper documentation from the University Counseling and Testing Center. The student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the student would like to use the accommodations. If at any time during the semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Grievance Procedure:

The Department of Occupational Therapy adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the OT program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*.

Guidelines for Faculty Appointments:

All faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible, the student may request the faculty to meet at another time.

Academic Dishonesty:

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Code of Ethics:

The School of Health Sciences subscribes to the "Code of Student Conduct" as defined in the "Students' Rights and Responsibilities" section of the current edition of the *Francis Marion University Student Handbook* and *Catalog (current editions)*. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the OT profession.

HIPAA:

The Francis Marion University Occupational Therapy Program is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is important to remember to be compliant with the HIPAA rules in class as well as in clinic.

Definition of Unprofessional Behavior:

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an

individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior:

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences' student towards another student, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic advisor. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Department Chair and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

****All academic warnings are cumulative throughout the program.**

Clinical Requirements:

Maintaining current certification is the sole responsibility of the student. If you have not presented a copy of your current AHA: BLS-HCP card to the Clinical Coordinator by the required deadline, you will not be permitted to attend classes and/or clinical and this will be considered an absence. Any questions or concerns about this policy should be addressed to the Clinical Coordinator.

Computer Use:

Because computers are an essential learning tool, every student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)
- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable. All devices must have at least a 90-minute battery capacity when fully charged, since some classrooms do not provide individual electrical outlets for students. Personal handheld devices are recommended that can download eBooks for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

CONTENT INFORMATION

| Week | Content | Resources | Evaluation Methods |
|----------------------------|-----------------|-----------------------|--------------------|
| WEEK 1 Lecture & Lab | Review syllabus | Willard & Spackman | |

| | | | |
|-------------------------|--|--|--|
| | <ul style="list-style-type: none"> • Contemporary OT Practice- WHO and ICFD • Disability Community, Culture and Identity • Overview of OT Process • Lab: Documentation | Chapters 4, 21, 27, 40 | |
| WEEK 2 Lecture & Lab | <ul style="list-style-type: none"> • Continuum of Care • Evaluating Clients • Evaluation, Intervention and Outcomes • Lab: Assessment in a Physical Disabilities Setting | Willard & Spackman Chapters 28, 49, 62 | |
| WEEK 3 Lecture & Lab | <ul style="list-style-type: none"> • Evidence Based Rehabilitation • Ethical Practice • Lab: ADL and IADL Interventions | Willard and Spackman Chapters 35, 36, 50 | Clinical Competencies Check Available |
| WEEK 4 Lecture & Lab | <ul style="list-style-type: none"> • ADA • Back Injuries • Pain • Industrial Rehab • Thoracic Outlet • Interventions for Work • Lab: Body Mechanics and Positioning Fabricate Lumbar Sacral Support | Pedretti: Chapter 15, 28, 40, 41, p. 977 Pierson & Fairchild, Chapters 4, 5 | |
| WEEK 5 Lecture & Lab | <ul style="list-style-type: none"> • Biomechanical Model • Hand Injuries • Tendon Injuries • Joint Replacement • Dupuytren's • Lab: Progressive Resistive Exercises | Pedretti: Chapters 39, 40 Willard & Spackman, Chapter 66 | <ul style="list-style-type: none"> • EXAM 1 |

| | | | |
|-----------------------------|--|--|--|
| WEEK 6 Lecture & Lab | <p>Dynamic Splinting Lab will be done during lecture portion of class to allow ample time to construct splints.</p> <p><u>Lab</u></p> <ul style="list-style-type: none"> • Physical Agent Modalities • Clinical Reasoning • OT/COTA Relationship- case study activity | Willard & Spackman. Chapters Coppard & Lohman, 2008 Chapters 1-4, 12 and pages 134-136. | Clinical Competencies Check Available |
| WEEK 7 Lecture & Lab | <ul style="list-style-type: none"> • Acute Care Settings • Special Equipment and Patient Care Environments • Lab: Monitoring Vitals | Kelvey (2004) Nguyen, V., Thao-Houane, T., & Warren, M.L. (2014) Pierson & Fairchild, Chapters 3, 10 | Clinical Competencies Check Available |
| WEEK 8 Lecture & Lab | <ul style="list-style-type: none"> • Enhancing Movement | Pedretti Chapter 11, 29, 31 | |
| WEEK 9 Lecture & Lab | <ul style="list-style-type: none"> • Diabetes • Amputations • Prosthetics • Lab: Stump Wrapping, Fitting Prosthetic Training | Pedretti: Chapter 43, Section 1 and 2. Sokol-McKay, D. (2002) | <ul style="list-style-type: none"> • EXAM 2 |
| WEEK 10 Lecture & Lab | <ul style="list-style-type: none"> • Cancer • Mastectomy • Lymphedema • Lab: Physical Agent Modalities | Pedretti: Chapters 29, 45, 49, 997-998 Oertli, S. (2007) | |
| WEEK 11 Lecture & Lab | <ul style="list-style-type: none"> • Spinal Cord Injury • Sexuality • Lab: Transfers | Pedretti: Chapters 12 and 36 Pierson & Fairchild, Chapter 8 | Intervention Plan #1 Due |

| | | | |
|-----------------------------|--|---|---------------------------------------|
| WEEK 12 Lecture & Lab | <ul style="list-style-type: none"> • Neurodegenerative Diseases • Neuromotor Approaches • Multiple Sclerosis • ALS • Guillian Barre | Pedretti: Chapters 20, 29, 31, 35 and 37, 872-878, 885-893, 929-936 | Clinical Competencies Check Available |
| WEEK 13 LECTURE & LAB | <ul style="list-style-type: none"> • Lupus • Fibromyalgia • Covid-19 • Lab: Community Mobility, Driver Rehabilitation | Pedretti: Chapter 11 and 12 | Clinical Competencies Check Available |
| WEEK 14 Lecture & Lab | <ul style="list-style-type: none"> • Traumatic Brain Injury, Concussion, Chronic Traumatic Encephalopathy | Pedretti: Chapters 24, 34 | Intervention Plan #2 Due |
| WEEK 15 Lecture & Lab | <ul style="list-style-type: none"> • Burns • Payment | Pedretti: Chapter 42, 74 Pantanella (2012) | Community Mobility Assignment Due |

Francis Marion University Occupational Therapy Department
INTERVENTION PLAN RUBRIC OT 611

| | Below Expectations Significant omissions | Meets Expectations Minor omissions | Exceeds Expectations Thorough and comprehensive | Comments |
|---|--|--|---|-----------------|
| Demographics | Points 0-3 | Points 3-4 | Points 4-5 Clients name, DOB, Date of report, diagnosis, precautions/contraindications are properly identified | |
| Current Occupational Performance Status (2018 ACOTE Standard B.4.4) | Points 0-3 | Points 3-4 | Points 4-5 Occupational Profile utilizing AOTA template | |
| Reimbursement and Policy Conditions (2018 ACOTE Standards B.4.29, B 5.4.) | Points 0-3 | Points 3-4 | Points 4-5 What are organizational, legislative or reimbursement requirements that will impact the amount of time, number of sessions, documentation etc, in this setting? | |
| Theory to Direct Assessment and Intervention (2018 ACOTE Standards B 2.1) | Points 0-3 | Points 3-4 | Points 4-5 Identify 1-2 theoretical approaches and frames of reference you have chosen to direct the assessment and intervention process. | |
| Assessment Plan (2018 ACOTE Standards B 4.5), | Points 0-3 | Points 3-4 | Points 4-5 What is your plan for use of standardized and non-standardized tests Are there any issues of bias or cultural relevance associated with the chosen methods? | |
| Assessment (2018 ACOTE Standards B 3.5, B.4.2., B 4.7, B.4.8.) | Points 0-8 | Points 9-15 | Points 16-20 Provides analytical summary of all performance areas, client factors, performance patterns, context, performance skills Client problem list is developed and implications on functional performance is identified. | |
| Goals (2018 ACOTE Standards B.2.1., B.3.4., B.3.6., B.4.2., B.4.3., B.4.9., B.4.10., B.4.18, B .13) | Points 0-8 | Points 9-15 | Points 16-20 Provide 3 long term goals with 2 associated short term objectives for areas of dysfunction. Include 1 intervention activity for each objective, specifying the setup, instructions, theoretical rationale, expected performance and grading options for each, as applicable. I <ul style="list-style-type: none"> • Include recommendations and training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices. • Include strategies to remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance. | |

| | | | | |
|---|------------|------------|---|--|
| Evidence (2018 ACOTE Standards B4.4), | | | Provide 2-3 evidence-based resources that support the intervention activities that you have described above. Briefly describe the evidence in a few sentences, and append the resources. | |
| Safety (2018 ACOTE Standard B 3.7) | Points 0-2 | Points 3-4 | Points 4-5 Describe safety regulations that must be maintained with this patient, including the assessment and monitoring of vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) and contraindications. | |
| Assistive Technology (2018 ACOTE Standard B 4.11) | Points 0-2 | Points 3-4 | Points 4-5. Identify an opportunity for assistive technology use in this case, and how you would design, fit, apply and train in this area. | |
| Monitor and Reassess (2018 ACOTE Standard B 4.22) | Points 0-2 | Points 3-4 | Points 4-5 Briefly discuss what outcome measures you will use to monitor and assess progress. | |
| Collaboration (2018 ACOTE Standards B 4.19, B4.23, B.4.2, B 4.25.) | Points 0-3 | Points 3-4 | Points 4-5 Identify methods for this client's care to include interprofessional collaboration, OT/OTA collaboration, consultation) | |
| Education materials (2018 ACOTE Standards B.4.10., B.4.21.) | Points 0-2 | Points 3-4 | Points 4-5 Prepare a handout of instruction for a home program or education for the client that employs principles of health literacy and reflects home or community-based goals associated with the intervention plan. Attach as an appendix. | |
| Discharge Criteria (2018 ACOTE Standards B.4.20., B.4.26., B.4.28.) | Points 0-2 | Points 2-5 | Points 5-10 Describe discharge criteria, necessary referrals and requirements for consultation, care coordination, transition, case management for the client. | |
| TOTAL | | | | |

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: Occupational Therapy/School of Health Sciences **Date** 1/12/2021

Course No. or Level: OT 611FW **Title:** Level I Fieldwork III: Adults

Semester hours 1 Clock hours: Lecture _____ Laboratory 1

Prerequisites OT 503, OT 504, OT 610FW Co-Requisites OT 611

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Sittling

Provost's Signature Peter King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 611FW Level I Fieldwork 3: Adult (1, P/F) This fieldwork experience will integrate OT 611 course concepts while students observe and begin to participate in the intervention process with adult clients experiencing occupational dysfunction, under the supervision of a credentialed professional.

- Purpose:
1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
 2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

Teaching method planned:

Teaching strategies will consist of supervised practice, interviewing, development, simulations, directed observation, reflection, discussions, presentations, written assignments, tests, and pre- and post-conferences.

Textbook and/or materials planned (including electronic/multimedia):

Required Textbook:

Sames, K. (2015). *Documenting occupational therapy practice* 3rd Edition. NJ: Pearson Prentice Hall. ISBN: ISBN-13: 978-0133110494

Weiss, D. F., Morgan, M. J., & Tilin, F. J. (2018). *The interprofessional health care team: Leadership and development*. 186 p.: Jones & Bartlett Learning.

Required Articles:

American Occupational Therapy Association. (2014). *Occupational therapy practice framework: Domain & process* 3rd Edition. MD: AOTA Press. ISBN: 978-1-56900-361-9

American Occupational Therapy Association. (2020). Occupational therapy's commitment to diversity, equity, and inclusion. *American Journal of Occupational Therapy*, 74(Suppl. 3), 7413410030. <https://doi.org/10.5014/ajot.2020.74S3002>

American Occupational Therapy Association. (2015). Occupational therapy code of ethics (2015). *American Journal of Occupational Therapy*, 69(Suppl. 3), 6913410030. <http://dx.doi.org/10.5014/ajot.2015.696S03>

Goode, T. D. (2009) Promoting cultural & linguistic competency self-assessment checklist for personnel providing primary health care services. *National Center for Cultural Competence Georgetown University Center for Child and Human Development University Center for Excellence in Developmental Disabilities Education, Research*. Retrieved 9/15/2020 from <https://nccc.georgetown.edu/documents/Checklist%20PHC.pdf>

Course Content:

Students will spend 4-8 hours across a 10-week period in an adult context, whether on campus in a simulated or live clinical interaction, with full time or adjunct faculty as supervisors, or one day per week in a school, community, or clinical setting under the supervision of a licensed occupational therapist or other credentialed professional. Experiences across students will vary, and it is the expectation that they will make the most of their own individual placement, and share and learn from the experiences and perspectives of their peers through discussion postings and seminars. Students are reminded that confidentiality is of utmost importance. While information may be shared among class members about clinical experiences, there should be no identifying information about patients that would jeopardize their anonymity, and all discussions must be conveyed with the utmost respect for individuals.

| Course Student Learning Outcomes | Evaluation Methods |
|---|---|
| 1. Articulate the role of occupational therapy in the particular adult treatment context. | Level I Fieldwork Performance Evaluation |
| 2. Demonstrate cultural awareness and respect for diversity of individuals. | Level I Fieldwork Performance Evaluation |

| | |
|--|--|
| 3. Assess personal strengths and areas of growth applicable to professional development and implement strategies to facilitate personal and professional goal achievement. | Self Evaluation |
| 4. Demonstrate professional behaviors throughout interactions including self-direction, preparedness, timeliness, and dependability. | Level I Fieldwork Performance Evaluation Journal Reflection a |
| 5. Consistently demonstrate behaviors in accordance with the AOTA Code of Ethics, HIPPA and facility policies and protocols. (ACOTE 2018 Standard B 7.1) | Level I Fieldwork Performance Evaluation |
| 6. Maximize the safety of self and others by upholding all safety regulations, infection control and taking actions to minimize risk. (ACOTE 2018 Standard B 3.7) | Level I Fieldwork Performance Evaluation |
| 7. Demonstrate the ability to incorporate therapeutic use of self in interactions with others. (ACOTE 2018 Standard B 4.1) | Level I Fieldwork Performance Evaluation Journal Reflection and Curricular Themes |
| 8. Recognize the importance of occupation and design opportunities to include it in the intervention process | Level I Fieldwork Performance Evaluation |
| 9. Describe and facilitate interprofessional interactions. (ACOTE 2018 Standard B 4.8) | Level I Fieldwork Performance Evaluation |
| 10. Contribute to the development of theoretically sound and evidence-based assessment and intervention skills applicable to various pediatric individuals and groups. (ACOTE 2018 Standard B 4.4) | Level I Fieldwork Performance Evaluation |
| 11. Apply clinical and dynamic reasoning skills to a variety of pediatric populations and treatment contexts. (ACOTE 2018 Standard B 4.2) | Level I Fieldwork Performance Evaluation |
| 12. Produce clear, concise, and accurate clinical documentation using widely accepted formats common to handwritten and electronic medical records. (ACOTE 2018 Standard B 4.15) | SOAP Notes |
| 13. Reflect on the application of the FMU Occupational Therapy Department curricular themes to this setting: evidence based, occupation focused, client centered, community-based treatment that is applied with advanced clinical skills and therapeutic use of self. | Journal Reflection and Curricular Themes |
| 14. Address clients in a holistic manner, including attention to psychosocial factors. | Journal Reflection and Curricular Themes |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 2 Demonstrate entry-level competence as a generalist utilizing occupation-based practice in a client centered manner, with broad exposure to delivery models and systems in traditional and emerging practice settings | |

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Level I Fieldwork III: Adults
Course Number: OT 611FW
Credit Hours: 1
Semester: Fall Year 2

Pre-requisites: OT 512, OT 513, OT 610FW
Co-requisites: OT 611

Course Coordinator: TBD

Office Number:

Office Phone:

E-mail:

Office hours:

Course Description: This fieldwork experience will integrate OT 611 course concepts while students observe and begin to participate in the intervention process with adult clients experiencing occupational dysfunction, under the supervision of a credentialed professional.

Syllabi Enhanced Description: Students will spend 4-8 hours across a 10-week period in an adult context, whether on campus in a simulated or live clinical interaction, with full time or adjunct faculty as supervisors, or one day per week in a school, community, or clinical setting under the supervision of a licensed occupational therapist or other credentialed professional. Experiences across students will vary, and it is the expectation that they will make the most of their own individual placement, and share and learn from the experiences and perspectives of their peers through discussion postings and seminars. Students are reminded that confidentiality is of utmost importance. While information may be shared among class members about clinical experiences, there should be no identifying information about patients that would jeopardize their anonymity, and all discussions must be conveyed with the utmost respect for individuals.

| Course Student Learning Outcomes | Evaluation Methods |
|--|--|
| 1. Articulate the role of occupational therapy in the particular adult treatment context. | Level I Fieldwork Performance Evaluation |
| 2. Demonstrate cultural awareness and respect for diversity of individuals. | Level I Fieldwork Performance Evaluation |
| 3. Assess personal strengths and areas of growth applicable to professional development and implement strategies to facilitate personal and professional goal achievement. | Self Evaluation |
| 4. Demonstrate professional behaviors throughout interactions including self-direction, preparedness, timeliness, and dependability. | Level I Fieldwork Performance Evaluation Journal Reflection a |
| 5. Consistently demonstrate behaviors in accordance with the AOTA Code of Ethics, HIPPA and facility policies and protocols. (ACOTE 2018 Standard B 7.1) | Level I Fieldwork Performance Evaluation |
| 6. Maximize the safety of self and others by upholding all safety regulations, infection control and taking actions to minimize risk. (ACOTE 2018 Standard B 3.7) | Level I Fieldwork Performance Evaluation |
| 7. Demonstrate the ability to incorporate therapeutic use of self in interactions with others. (ACOTE 2018 Standard B 4.1) | Level I Fieldwork Performance Evaluation Journal Reflection and Curricular Themes |
| 8. Recognize the importance of occupation and design opportunities to include it in the intervention process | Level I Fieldwork Performance Evaluation |
| 9. Describe and facilitate interprofessional interactions. (ACOTE 2018 Standard B 4.8) | Level I Fieldwork Performance Evaluation |
| 10. Contribute to the development of theoretically sound and evidence-based assessment and intervention skills applicable to various pediatric individuals and groups. (ACOTE 2018 Standard B 4.4) | Level I Fieldwork Performance Evaluation |
| 11. Apply clinical and dynamic reasoning skills to a variety of pediatric populations and treatment contexts. (ACOTE 2018 Standard B 4.2) | Level I Fieldwork Performance Evaluation |
| 12. Produce clear, concise, and accurate clinical documentation using widely accepted formats common to handwritten and electronic medical records. (ACOTE 2018 Standard B 4.15) | SOAP Notes |
| 13. Reflect on the application of the FMU Occupational Therapy Department curricular themes to this setting: evidence based, occupation focused, client centered, community-based treatment that is applied with advanced clinical skills and therapeutic use of self. | Journal Reflection and Curricular Themes |
| 14. Address clients in a holistic manner, including attention to psychosocial factors. | Journal Reflection and Curricular Themes |
| Program Learning Outcomes Related to Course Content | |

Program Outcome 2 Demonstrate entry-level competence as a generalist utilizing occupation-based practice in a client centered manner, with broad exposure to delivery models and systems in traditional and emerging practice settings

Teaching/Learning Strategies:

Teaching strategies will consist of supervised practice, interviewing, development, simulations, directed observation, reflection, discussions, presentations, written assignments, tests, and pre- and post-conferences.

Required Textbook:

Sames, K. (2015). *Documenting occupational therapy practice* 3rd Edition. NJ: Pearson Prentice Hall. ISBN: ISBN-13: 978-0133110494

Weiss, D. F., Morgan, M. J., & Tilin, F. J. (2018). *The interprofessional health care team: Leadership and development*. 186 p.: Jones & Bartlett Learning.

Required Articles:

American Occupational Therapy Association. (2014). *Occupational therapy practice framework: Domain & process* 3rd Edition. MD: AOTA Press. ISBN: 978-1-56900-361-9

American Occupational Therapy Association. (2020). Occupational therapy's commitment to diversity, equity, and inclusion. *American Journal of Occupational Therapy*, 74(Suppl. 3), 7413410030. <https://doi.org/10.5014/ajot.2020.74S3002>

American Occupational Therapy Association. (2015). Occupational therapy code of ethics (2015). *American Journal of Occupational Therapy*, 69(Suppl. 3), 6913410030. <http://dx.doi.org/10.5014/ajot.2015.696S03>

Goode, T. D. (2009) Promoting cultural & linguistic competency self-assessment checklist for personnel providing primary health care services. *National Center for Cultural Competence Georgetown University Center for Child and Human Development University Center for Excellence in Developmental Disabilities Education, Research*. Retrieved 9/15/2020 from <https://nccc.georgetown.edu/documents/Checklist%20PHC.pdf>

Methods of Evaluation:

In order to progress in the OT program, the student must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog, current edition*).

Classroom Evaluation Methods:

| Assignments | Percent |
|---|---------|
| Journal Reflections and Curricular Themes Each student is responsible for documenting each session spent in fieldwork in a soap note format, submitted to the instructor weekly. Note how you are advancing in the professional development/behavior goal you developed for yourself in a prior clinical semester, if applicable. In addition, a final 2 page paper addressing how the clinical experience did or did not address the themes of the FMU Occupational Therapy Department curriculum, including evidence based, occupation focused, client centered, community-based with the application of health literacy, clinical skills and therapeutic use of self. | 10 |
| Self-Evaluation, and Clinical Site Evaluation, Professional Behavior Goal Each student is required to complete a final evaluation of the clinical experience to the AFWC, and conduct a professional behaviors self -assessment, identifying an individualized objective for their next clinical experience. | 5 |
| Online Peer Collaborations: Powerful Learning Experiences Three times during the semester students will meet online to discuss powerful experiences in the clinical setting that advanced their learning. Each student is expected to contribute at least once during the semester. Experiences should be shared informally, in approximately 10 minute presentation and discussion, in a manner that contributes to the learning of your peers. Contact the instructor one week before the Online Peer Collaboration if you would like to request a sharing time for the next session. | 5 |
| Fieldwork Performance Evaluation <i>OT 536 Level I Experience II Evaluation Midterm-</i> FWE completed assessment at midterm of student performance throughout the FW process based on components such as fundamentals of practice, general tenants, assessment & intervention, and professional development. <i>Formative Assessment</i> <i>OT 536 Level I Experience II Evaluation Final -</i> FWE completed assessment at final of student performance throughout the FW process based on components such as fundamentals of practice, general tenants, assessment & intervention, and professional development. <i>Summative Assessment</i> | 80 |

Classroom Grading Scale:

| Alphabetic | Raw Score |
|------------|-------------|
| A | 93-100 |
| B+ | 89-92 |
| B | 85-88 |
| C+ | 81-84 |
| C | 77-80 |
| F | 76 or below |

Rounding:

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

ACADEMIC INFORMATION**Attendance Policy:**

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than fifteen percent (15%) of required sessions during accelerated semesters, a grade of “F” or “W” will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

Online participation is necessary for any courses offered online.

Test Taking Guidelines:

Before each quiz/test/exam students will:

- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic zero “0”.
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

Written Paper Requirements:

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learn System unless instructed otherwise.

E-mail:

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

Social Networking Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and/or pictures about the FMU OT program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy:

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University’s Title IX Coordinator (titleixcoordinator@fmarion.edu)

Student Responsibilities:

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, and the *University Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Americans with Disabilities Act (ADA):

If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center. Accommodations will be made with proper documentation from the University Counseling and Testing Center. The student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the student would like to use the accommodations. If at any time during the semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Grievance Procedure:

The Department of Occupational Therapy adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the OT program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*.

Guidelines for Faculty Appointments:

All faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible, the student may request the faculty to meet at another time.

Academic Dishonesty:

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Code of Ethics:

The School of Health Sciences subscribes to the "Code of Student Conduct" as defined in the "Students' Rights and Responsibilities" section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the OT profession.

HIPAA:

The Francis Marion University Occupational Therapy Program is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is important to remember to be compliant with the HIPAA rules in class as well as in clinic.

Definition of Unprofessional Behavior:

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to

faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior:

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences' student towards another student, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic advisor. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Department Chair and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

****All academic warnings are cumulative throughout the program.**

Computer Use:

Because computers are an essential learning tool, every student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)
- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable. All devices must have at least a 90-minute battery capacity when fully charged, since some classrooms do not provide individual electrical outlets for students. Personal handheld devices are recommended that can download eBooks for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

CONTENT INFORMATION

Topical Outline:

| Week | Content | Resources | Evaluation Methods |
|---------|---|---|----------------------|
| Week 1 | Online seminar with FMU Academic Fieldwork Coordinator (AFWC) Review of syllabus Weekly SOAP note formats Code of Ethics | FMU Occupational Therapy Department Student Handbook FMY Occupational Therapy Department Fieldwork Manual AOTA (2015) | |
| Week 2 | Cultural Self-Assessment Update Leveraging Diversity | AOTA (2020) Goode 2008 Weiss, Tilin & Morgan Chapter 7 | |
| Week 3 | Onsite Adult Clinical experience | | SOAP Note Posting #1 |
| Week 4 | Online Peer Collaboration 1 Onsite Adult Clinical experience | | SOAP Note Posting #2 |
| Week 5 | Onsite Adult Clinical experience | | SOAP Note Posting #3 |
| Week 6 | Onsite Adult Clinical experience | | SOAP Note Posting #4 |
| Week 7 | Complete Midterm Evaluation with Clinical Onsite Instructor and Submit to AFWC Onsite Adult Clinical experience | | SOAP Note Posting #5 |
| Week 8 | Online Peer Collaboration 2 Onsite Adult Clinical experience Facilitating a Collaborative Culture | Weiss, Tilin & Morgan Chapter 8 | SOAP Note Posting #6 |
| Week 9 | Onsite Adult Clinical experience | | SOAP Note Posting #7 |
| Week 10 | Onsite Adult Clinical experience | | SOAP Note Posting #8 |

| | | | |
|---------|--|--|---|
| Week 11 | Onsite Adult Clinical experience | | SOAP Note Posting #9 |
| Week 12 | Complete Final Evaluation with Clinical Onsite Instructor Online Peer Collaboration 3 Onsite Adult Clinical experience | | Submit Final Evaluation and Clinical Site Evaluation to AFWC SOAP Note Posting #10 |
| Week 13 | Wrap Up Seminar Reviewing Professional Growth and Clinical Skills | | |
| Week 14 | Wrap Up Seminar Reviewing Course Objectives | | Submit Professional Behavior Summary and Goal to AFWC |
| Week 15 | Review, Wrap-Up | | |



LEVEL I FIELDWORK COMPETENCY EVALUATION FOR OT AND OTA STUDENTS

Introduction

The purpose of Level I fieldwork is to provide experiential opportunities for students to gain the performance competency and confidence for progressing successfully in the academic program, including successive Level I and Level II fieldwork.

The *Level I Fieldwork Competency Evaluation for OT and OTA Students* complements the *AOTA Fieldwork Performance Evaluation for the OT Student* and *for the OTA Student*. It is designed to assess performance skills that build a foundation for successful completion of Level II fieldwork.

This tool is divided into five sections:

- I. Fundamentals of Practice
- II. Foundations of Occupational Therapy
- III. Professional Behaviors
- IV. Screening and Evaluation
- V. Intervention

The first 3 sections are identified as mandatory, as they are applicable to all practice settings and assess basic skills. The last 2 sections are *optional*, allowing an OT/OTA academic program to select relevant sections for a particular Level I experience in that program. The AFWC should make this clear to the FWEd. The criterion for satisfactory performance is determined by the OT/OTA academic program.

Directions

This tool is to be completed by the identified FWEd for the Level I experience.

The rating scale ranges from

| | | |
|---|--------------------------|---|
| U | Unacceptable | Performance is weak in most required tasks and activities. Work is frequently unacceptable. |
| B | Below Standards | Opportunities for improvement exist; however, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable. |
| M | Meets Standards | Carries out required tasks and activities. This rating represents good, solid performance and should be used most often. |
| E | Exceeds Standards | Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional. |
| O | Outstanding | Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student. |

COMMENT REQUIRED FOR ALL ITEMS SCORED "B" or "U."



LEVEL I FIELDWORK COMPETENCY EVALUATION FOR OT AND OTA STUDENTS

| | | | |
|-----------------------------|--------|---|--|
| STUDENT INFORMATION: | | | |
| Student Name: | | Date: | |
| First | Middle | Last | |
| Site Name: | | Semester: | |
| | | | |
| Student ID: | | Practice Setting: | |
| | | | |
| Student's School: | | Course Number: | |
| | | | |
| Hours Completed: | | FW Sequence: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> | |

| | | | |
|---|------|--|--|
| PRIMARY FWEd INFORMATION | | | |
| FWEd Name: | | Past Experience: | |
| First | Last | Credentials | |
| | | | |
| FWEd License #: | | FWEd Credentials: | |
| | | <input type="checkbox"/> OT: <input type="checkbox"/> OTA: <input type="checkbox"/> Other: If other: | |
| Years of Experience: | | | |
| | | | |
| Have you attended the AOTA FWEd Certificate Course? <input type="checkbox"/> Yes <input type="checkbox"/> No | | | |

Indicate the student's level of performance using the scale below.

| | | |
|---|--------------------------|---|
| U | Unacceptable | Performance is weak in most required tasks and activities. Work is frequently unacceptable. |
| B | Below Standards | Opportunities for improvement exist; however, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable. |
| M | Meets Standards | Carries out required tasks and activities. This rating represents good, solid performance and should be used most often. |
| E | Exceeds Standards | Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional. |
| O | Outstanding | Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student. |

COMMENT REQUIRED FOR ALL ITEMS SCORED "B" or "U."

I. FUNDAMENTALS OF PRACTICE

| THE STUDENT: | U B M E O |
|--|-------------------|
| 1. Adheres consistently to AOTA's Occupational Therapy Code of Ethics. Follows ethical standards for FW setting. Abides by Health Insurance Portability and Accountability Act (HIPAA) and Family Education Rights and Privacy Act (FERPA). Respects privacy of client. COMMENTS: | |
| 2. Adheres consistently to safety regulations, and uses sound judgment to ensure safety. Follows FW setting's policies and procedures for client safety. Demonstrates awareness of hazardous situations, and reports safety issues to supervisor. COMMENTS: | |

II. FOUNDATIONS OF OCCUPATIONAL THERAPY

| THE STUDENT: | U B M E O |
|---|-----------|
| 1. Articulates values and beliefs of occupational therapy. Verbalizes definition of occupational therapy as relevant to FW setting or audience. COMMENTS: | |
| 2. Utilizes relevant evidence to make informed practice decisions. Connects class concepts to FW through inquiry or discussion. Articulates value of using evidence-based practice. Identifies and provides evidence that is relevant to setting or clients. COMMENTS: | |

III. PROFESSIONAL BEHAVIOR

| | U B M E O |
|---|-----------|
| 1. Time management skills. Consider student's ability to be prompt, arriving and completing assignments on time. COMMENTS: | |
| 2. Organization. Consider student's ability to set priorities, be dependable, be organized, and follow through with responsibilities. COMMENTS: | |
| 3. Engagement in FW experience. Consider student's apparent level of interest, level of active participation while on site, and investment in individuals and treatment outcomes. COMMENTS: | |
| 4. Self-directed learning. Consider student's ability to take responsibility for own learning and to demonstrate motivation. COMMENTS: | |
| 5. Reasoning and problem solving. Consider student's ability to use self-reflection; willingness to ask questions; ability to analyze, synthesize, and interpret information; and understand OT process. COMMENTS: | |
| 6. Written communication. Consider student's ability to use proper grammar and spelling, legibility of work, successful completion of written assignments, and documentation skills. COMMENTS: | |
| 7. Initiative. Consider student's initiative, ability to seek and acquire information from a variety of sources, and demonstrate flexibility as needed. COMMENTS: | |
| 8. Observation skills. Consider student's ability to observe relevant behaviors related to occupational performance and client factors and to verbalize perceptions and observations. COMMENTS: | |

| | |
|---|--|
| <p>9. Participation in supervisory process. Consider student's ability to give, receive, and respond to feedback; seek guidance when necessary; and follow proper channels of communication. COMMENTS:</p> | |
| <p>10. Verbal communication and interpersonal skills with patients/clients, staff, and caregivers. Consider student's ability to interact appropriately with individuals, such as eye contact, empathy, limit-setting, respectfulness, use of authority, and so forth; degree and quality of verbal interactions; use of body language and non-verbal communication; and exhibition of confidence. COMMENTS:</p> | |
| <p>11. Professional and personal boundaries. Consider student's ability to recognize and handle personal and professional frustrations; balance personal and professional obligations; handle responsibilities; work with others cooperatively, considerately, and effectively; and be responsive to social cues. COMMENTS:</p> | |
| <p>12. Use of professional terminology. Consider student's ability to respect confidentiality; appropriately apply professional terminology (e.g., <i>Occupational Therapy Practice Framework</i> terms and OT acronyms/abbreviations) in written and oral communication. COMMENTS:</p> | |

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IV. SCREENING AND EVALUATION (enter N/A = Not Applicable if not required on this placement)

| THE STUDENT: | U | B | M | E | O | N/A |
|--|---|---|---|---|---|-----|
| <p>1. Contributes to screening/evaluation process. Communicates observations. Identifies resources for evaluation process. Could include chart review. COMMENT:</p> | | | | | | |
| <p>2. Completes an interview and drafts an occupational profile. COMMENT:</p> | | | | | | |
| <p>3. Identifies potential goals from evaluation process. COMMENT:</p> | | | | | | |
| <p>4. Drafts documentation consistent with practice setting. COMMENT:</p> | | | | | | |

V. INTERVENTION (enter N/A = Not Applicable if not required on this placement)

| THE STUDENT: | U | B | M | E | O | N/A |
|--|---|---|---|---|---|-----|
| <p>1. Contributes to intervention process. Could include preparing clinic area and identifying resources and evidence. COMMENT:</p> | | | | | | |
| <p>2. Identifies interventions consistent with client evaluation and goals. COMMENT:</p> | | | | | | |

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: Occupational Therapy/School of Health Sciences Date 1/12/2021

Course No. or Level: OT 612 Title: Occupational Therapy Intervention Process:
Geriatrics

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites OT 611 Co-Requisites OT 612FW

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Sittings

Provost's Signature Peter King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 612 Occupational Therapy Intervention Process: Geriatrics (3) This course presents intervention skills required by the occupational therapist that works in a variety of contexts with geriatric clients. The screening, assessment, formulation of intervention plans, treatment implementation, referral to others, discontinuation of services, and documentation of services is included. Methods to promote client-centered, occupation-focused, and evidence-based interventions in a culturally relevant manner will be included. Interprofessional learning activities and a Level I Fieldwork experience are associated with this course.

- Purpose:
1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
 2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy curriculum.

Teaching method planned:

Teaching strategies will consist of voice-over lecture, audio-visual aids, discussions, group work, presentations, written assignments, observation of student performance in the lab/clinical setting, simulations, practice, and interviews.

Textbook and/or materials planned (including electronic/multimedia):

Required Textbooks

- American Psychiatric Association. (2013). *Quick reference guide to the diagnostic criteria from DSM-V*. Washington, DC: Author.
- Cara, E., & MacRae, A. (2013). *Psychosocial occupational therapy: A clinical practice* (3rd ed.). Clifton Park, NY: Delmar Cengage Learning. ISBN: 978-1-111-31830-7
- Coppard, B., and Lohman, H. (2008). *Introduction to splinting: A critical thinking & problem solving approach* (3rd ed.). Philadelphia: Mosby Elsevier. ISBN: 978-0-323-03384-8
- Halloran, P. & Lowenstein, N. (2000). *Case studies through the healthcare continuum: A workbook for the occupational therapy student*. Thorofare, NJ: Slack. ISBN 978-0-323-05912-1
- McHugh Pendleton, H., & Schultz-Krohn, W. (Eds.) (2013). *Pedretti's occupational therapy: Practice skills for physical dysfunction* (8th ed.). St Louis, MO: Elsevier.
- Sabari, J.S. & Lieberman, D. (2008). *Occupational therapy practice guidelines for adults with stroke, AOTA practice guidelines series*. Bethesda, MD: AOTA Press.
- Schaber, P. & Lieberman, D. (2010). *Occupational therapy practice guidelines for adults with Alzheimer's disease and related disorders, AOTA practice guidelines series*. Bethesda, MD: AOTA Press.
- Sames, K. (2010). *Documenting occupational therapy practice* (2nd ed). Upper Saddle River, NJ: Pearson. ISBN: 0-13-199948-6
- Unsworth, C.A. (2011). *OT-DORA: Occupational therapy driver off-road assessment battery*. Bethesda, MD: AOTA Press

Required Articles

- Early, D., Herlache, E., & Skelton, D.R. (2010). Use of occupations and activities in a modified constraint-induced movement therapy program: A musician's triumphs over chronic paresis from stroke. *American Journal of Occupational Therapy*, 64, 735-744.
- Hayner, K., Gibson, G., Giles, G.M. (2010). Comparison of constraint-induced movement therapy and bilateral treatment of equal intensity in people with chronic upper-extremity dysfunction after cerebrovascular accident. *American Journal of Occupational Therapy*, 64, 528-539.
- Hillier, R. & Tarbutton, N.M. (2014, November 24). Vision deficits following stroke: Implications for occupational therapy practice. *OT Practice*, 13-16.
- McKelvey, J. (2004, July). Occupational therapy in acute care hospitals. *OT Practice*, CE1-CE7.
- Migliori, A. (2004). Improving dyspnea management in three adults with chronic obstructive pulmonary disease. *American Journal of Occupational Therapy*, 58, 639-646.
- Nilsen, D.M. & DiRusso, T. (2014). Using mirror therapy in the home environment: A case report. *American Journal of Occupational Therapy*, 68, e84-89.
- Nguyen, V., Thao-Houane, T., & Warren, M.L. (2014, September 15). Early mobilization: Occupational therapy within a multidisciplinary team approach. *OT Practice*, 15-19.
- Oertli, S. (2007, November 12). Cancer: Many diagnoses, one occupation-based approach. *OT Practice*, 16-19.

- Peterson, E.W. (2011, September 12). Reducing fall risk: A guide to community-based programs. *OT Practice*, 15-20.
- Sokol-McKay, D. (2002, October 28). Diabetes: Functional implications, general precautions, and practical considerations. *OT Practice*, 11-17.
- Weisser-Pike, O., & Kaldenberg, J. (2010, February 22). Occupational therapy approaches to facilitate productive aging for individuals with low vision. *OT Practice*, CE1-CE8.

Course Content:

This course presents intervention skills required by the occupational therapist that works in a variety of contexts with geriatric clients. The screening, assessment, formulation of intervention plans, treatment implementation, referral to others, discontinuation of services, and documentation of services is included. Methods to promote client-centered, occupation-focused, and evidence-based interventions in a culturally relevant manner will be included. Interprofessional learning activities and a Level I Fieldwork experience are associated with this course.

| Course Student Learning Outcomes | Evaluation Measures |
|---|--|
| 1. Evaluate the impact of pathologies, impairments, disabilities, and role dysfunction on the interaction of occupation and activity in the geriatric population in accordance with the Practice Framework (ACOTE 2018 Standard B 1.1, B 3.2) | Exams Intervention Plan Health/Hospice Intervention |
| 2. Evaluate geriatric situations for their appropriateness for a referral to occupational therapy or to interprofessional colleagues. (ACOTE 2018 Standard B 4.26) | Exams Intervention Plan |
| 3. Select and utilize standardized and non-standardized evaluation methods based on appropriate theoretical constructs, in consideration of geriatric client needs, culture and contextual factors and with appropriate usage of procedures and protocols. (ACOTE 2018 Standard B 4.4, B 4.5) | Exams Intervention Plan |
| 4. Utilize clinical reasoning to analyze data in the context of the geriatric client's unique situation, documenting it with accepted terminology of the profession and in consideration of the health literacy of the recipient. (ACOTE 2018 Standard B 4.7, B 4.8) | Wellness Program Home Health/Hospice Intervention |
| 5. Demonstrate effective intra-professional OT/COTA collaboration throughout the occupational therapy process, in accordance with standards of practice and state licensure. (ACOTE 2018 Standard B 4.24) | Exams Intervention Plan |
| 6. Utilize clinical reasoning to develop intervention plans for geriatric persons, groups and populations based on assessment and inclusive of goals, measurable objectives and strategies that are theoretically founded, client centered, occupation based and evidence informed. (ACOTE 2018 Standard B 3.4, B 4.3, B 4.10, B 6.1) | Wellness Program Home Health/Hospice Intervention |
| 7. Describe and discuss professional responsibilities and liability issues when providing service on a contractual basis in geriatric settings (ACOTE 2018 Standard B 7.5) | Exams Intervention Plan |

| | |
|---|---|
| 8. Address community mobility, access and transportation, for geriatric individuals, group and population perspectives. (ACOTE 2018 Standard B 1.14) | Exams Wellness Program |
| 9. Effectively document and communicate the need and rationale for occupational therapy services to a variety of constituents including geriatric clients, caregivers, interprofessional team members, supervisors, payors, and legislators. | Intervention Plan Wellness Program Home Health/Hospice Intervention |
| 11. Identify, discuss, and explain all safety concerns and contraindications related to intervention plans, including monitoring of vital signs. (ACOTE 2018 Standard B 3.7) | Exams Intervention Plan Wellness Program Home Health/Hospice Intervention Competencies Check |
| 12. Formulate development, remediation, and compensation for functional cognitive, perceptual, sensory, neuromuscular, and behavioral and psychological-social deficits that impact performance. (ACOTE 2018 Standard B 4.9) | Exams Intervention Plan Home Health/Hospice Intervention |
| 13. Demonstrate the ability to safely and effectively deliver preparatory methods and therapeutic exercise to address strength, endurance, flexibility, and mobility for geriatric clients ACOTE 2018 Standard B 4.10) | Exams Competencies Check |
| 14. Create and provide recommendations and training techniques to enhance mobility, including physical transfers, wheelchair management, mobility devices and community access and mobility for geriatric clients. (ACOTE 2018 Standard B 4.13) | Exams Competencies Check |
| 15. Develop programming that addresses dysphagia and disorders of feeding and eating for geriatric populations. (ACOTE 2018 Standard B 4.16) | Exams Competencies Check |
| 16. Assess, grade and modify the performance of occupations that require adapted processes and modified environments, utilizing ergonomic principles as applicable. (ACOTE 2018 Standard B 4.18) | Exams Intervention Plan Wellness Program Competencies Check |
| 17. Demonstrate safe and effective application of modalities utilizing foundational knowledge, principles, indications, contraindications, and precautions for geriatric populations. (ACOTE 2018 Standard B 4.17) | Competencies Check |
| 18. Describe and discuss professional responsibilities and liability issues when providing service on a contractual basis. (ACOTE 2018 Standard B 7.5) | Exams Intervention Plan |
| 19. Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for modified intervention or the grading of tasks. (ACOTE 2018 Standard B 4.22) | Exams Intervention Plan |

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| 20. Organize, collect, and analyze and report data in a systematic manner for evaluation of geriatric practice outcomes. (ACOTE 2018 Standard B 4.6) | Exams Intervention Plan |
| 21. Develop plans for discharge and transition, including a summary of outcomes and follow-up, equipment recommendations, referrals, and discussion with the client and with relevant others of post-discharge needs, including home programs. (ACOTE 2018 Standard 4.19, 4.20) | Exams Intervention Plan |
| 22. Develop an awareness of interprofessional contributions, as well as interprofessional communication skills in collaborating interprofessionally to meet the needs of geriatric individuals, groups and populations. (ACOTE 2018 Standard B 4.19, 4.23, 4.25) | Intervention Plan Wellness Program Home Health/Hospice Intervention |
| 23. Assess for low vision and perceptual impairments and develop a corresponding intervention plan for remediation and/or compensation. | Exams Competencies Check |
| 24. Utilize the consultative and care coordination process with groups, programs, organizations, or communities. (ACOTE 2018 Standard B 4.20) | Wellness Program Home Health/Hospice Intervention |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 2. Demonstrate entry-level competence as a generalist utilizing occupation-based practice in a client centered manner, with broad exposure to delivery models and systems in traditional and emerging practice settings | |
| Program Outcome 3. Be prepared to select and apply evidence-based evaluations and interventions, founded in theory and articulated to individuals utilizing principles of health literacy to achieve expected outcomes related to occupation | |
| Program Outcome 4. Analyze and apply occupations and adaptation in accordance with the Occupational Therapy Practice Framework with persons, groups, and populations to promote wellness and/or address limitations due to developmental or medical conditions, disease, injury or any situation impacting desired agency in occupational performance. | |
| Program Outcome 5. Demonstrate actions that reflect respect for diversity, ethical standards and individual agency and autonomy in each professional, interprofessional and therapeutic relationship. | |
| Program Outcome 11. Demonstrate competence in the application of entry level and advanced clinical skills and technologies in accordance with standards of practice including precautions, contraindications and safety requirements. | |

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Occupational Therapy Intervention Process- Geriatrics
Course Number: OT 612
Credit Hours: 3
Semester: Spring Year II

Pre-requisites: OT 611
Co-requisites: OT 612 FW

Course Coordinator: TBD

Office Number:

Office Phone:

E-mail:

Office hours:

Course Description: This course presents intervention skills required by the occupational therapist that works in a variety of contexts with geriatric clients. The screening, assessment, formulation of intervention plans, treatment implementation, referral to others, discontinuation of services, and documentation of services is included. Methods to promote client-centered, occupation-focused, and evidence-based interventions in a culturally relevant manner will be included. Interprofessional learning activities and a Level I Fieldwork experience are associated with this course.

| Course Student Learning Outcomes | Evaluation Measures |
|---|--|
| 1. Evaluate the impact of pathologies, impairments, disabilities, and role dysfunction on the interaction of occupation and activity in the geriatric population in accordance with the Practice Framework (ACOTE 2018 Standard B 1.1, B 3.2) | Exams Intervention Plan Health/Hospice Intervention |
| 2. Evaluate geriatric situations for their appropriateness for a referral to occupational therapy or to interprofessional colleagues. (ACOTE 2018 Standard B 4.26) | Exams Intervention Plan |
| 3. Select and utilize standardized and non-standardized evaluation methods based on appropriate theoretical constructs, in consideration of geriatric client needs, culture and contextual | Exams Intervention Plan |

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| factors and with appropriate usage of procedures and protocols. (ACOTE 2018 Standard B 4.4, B 4.5) | |
| 4. Utilize clinical reasoning to analyze data in the context of the geriatric client's unique situation, documenting it with accepted terminology of the profession and in consideration of the health literacy of the recipient. (ACOTE 2018 Standard B 4.7, B 4.8) | Wellness Program Home Health/Hospice Intervention |
| 5. Demonstrate effective intra-professional OT/COTA collaboration throughout the occupational therapy process, in accordance with standards of practice and state licensure. (ACOTE 2018 Standard B 4.24) | Exams Intervention Plan |
| 6. Utilize clinical reasoning to develop intervention plans for geriatric persons, groups and populations based on assessment and inclusive of goals, measurable objectives and strategies that are theoretically founded, client centered, occupation based and evidence informed. (ACOTE 2018 Standard B 3.4, B 4.3, B 4.10, B 6.1) | Wellness Program Home Health/Hospice Intervention |
| 7. Describe and discuss professional responsibilities and liability issues when providing service on a contractual basis in geriatric settings (ACOTE 2018 Standard B 7.5) | Exams Intervention Plan |
| 8. Address community mobility, access and transportation, for geriatric individuals, group and population perspectives. (ACOTE 2018 Standard B 1.14) | Exams Wellness Program |
| 9. Effectively document and communicate the need and rationale for occupational therapy services to a variety of constituents including geriatric clients, caregivers, interprofessional team members, supervisors, payors, and legislators. | Intervention Plan Wellness Program Home Health/Hospice Intervention |
| 11. Identify, discuss, and explain all safety concerns and contraindications related to intervention plans, including monitoring of vital signs. (ACOTE 2018 Standard B 3.7) | Exams Intervention Plan Wellness Program Home Health/Hospice Intervention Competencies Check |
| 12. Formulate development, remediation, and compensation for functional cognitive, perceptual, sensory, neuromuscular, and behavioral and psychological-social deficits that impact performance. (ACOTE 2018 Standard B 4.9) | Exams Intervention Plan Home Health/Hospice Intervention |
| 13. Demonstrate the ability to safely and effectively deliver preparatory methods and therapeutic exercise to address strength, endurance, flexibility, and mobility for geriatric clients ACOTE 2018 Standard B 4.10) | Exams Competencies Check |
| 14. Create and provide recommendations and training techniques to enhance mobility, including physical transfers, wheelchair management, mobility devices and community access and mobility for geriatric clients. (ACOTE 2018 Standard B 4.13) | Exams Competencies Check |

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| 15. Develop programming that addresses dysphagia and disorders of feeding and eating for geriatric populations. (ACOTE 2018 Standard B 4.16) | Exams Competencies Check |
| 16. Assess, grade and modify the performance of occupations that require adapted processes and modified environments, utilizing ergonomic principles as applicable. (ACOTE 2018 Standard B 4.18) | Exams Intervention Plan Wellness Program Competencies Check |
| 17. Demonstrate safe and effective application of modalities utilizing foundational knowledge, principles, indications, contraindications, and precautions for geriatric populations. (ACOTE 2018 Standard B 4.17) | Competencies Check |
| 18. Describe and discuss professional responsibilities and liability issues when providing service on a contractual basis. (ACOTE 2018 Standard B 7.5) | Exams Intervention Plan |
| 19. Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for modified intervention or the grading of tasks. (ACOTE 2018 Standard B 4.22) | Exams Intervention Plan |
| 20. Organize, collect, and analyze and report data in a systematic manner for evaluation of geriatric practice outcomes. (ACOTE 2018 Standard B 4.6) | Exams Intervention Plan |
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| 22. Develop an awareness of interprofessional contributions, as well as interprofessional communication skills in collaborating interprofessionally to meet the needs of geriatric individuals, groups and populations. (ACOTE 2018 Standard B 4.19, 4.23, 4.25) | Intervention Plan Wellness Program Home Health/Hospice Intervention |
| 23. Assess for low vision and perceptual impairments and develop a corresponding intervention plan for remediation and/or compensation. | Exams Competencies Check |
| 24. Utilize the consultative and care coordination process with groups, programs, organizations, or communities. (ACOTE 2018 Standard B 4.20) | Wellness Program Home Health/Hospice Intervention |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 2. Demonstrate entry-level competence as a generalist utilizing occupation-based practice in a client centered manner, with broad exposure to delivery models and systems in traditional and emerging practice settings | |

Program Outcome 3. Be prepared to select and apply evidence-based evaluations and interventions, founded in theory and articulated to individuals utilizing principles of health literacy to achieve expected outcomes related to occupation

Program Outcome 4. Analyze and apply occupations and adaptation in accordance with the Occupational Therapy Practice Framework with persons, groups, and populations to promote wellness and/or address limitations due to developmental or medical conditions, disease, injury or any situation impacting desired agency in occupational performance.

Program Outcome 5. Demonstrate actions that reflect respect for diversity, ethical standards and individual agency and autonomy in each professional, interprofessional and therapeutic relationship.

Program Outcome 11. Demonstrate competence in the application of entry level and advanced clinical skills and technologies in accordance with standards of practice including precautions, contraindications and safety requirements.

Teaching/Learning Strategies:

Teaching strategies will consist of voice-over lecture, audio-visual aids, discussions, group work, presentations, written assignments, observation of student performance in the lab/clinical setting, simulations, practice, and interviews.

Required Textbooks

American Psychiatric Association. (2013). *Quick reference guide to the diagnostic criteria from DSM-V*. Washington, DC: Author.

Cara, E., & MacRae, A. (2013). *Psychosocial occupational therapy: A clinical practice* (3rd ed.). Clifton Park, NY: Delmar Cengage Learning. ISBN: 978-1-111-31830-7

Coppard, B., and Lohman, H. (2008). *Introduction to splinting: A critical thinking & problem solving approach* (3rd ed.). Philadelphia: Mosby Elsevier. ISBN: 978-0-323-03384-8

Halloran, P. & Lowenstein, N. (2000). *Case studies through the healthcare continuum: A workbook for the occupational therapy student*. Thorofare, NJ: Slack. ISBN 978-0-323-05912-1

McHugh Pendleton, H., & Schultz-Krohn, W. (Eds.) (2013). *Pedretti's occupational therapy: Practice skills for physical dysfunction* (8th ed.). St Louis, MO: Elsevier.

Sabari, J.S. & Lieberman, D. (2008). *Occupational therapy practice guidelines for adults with stroke, AOTA practice guidelines series*. Bethesda, MD: AOTA Press.

Schaber, P. & Lieberman, D. (2010). *Occupational therapy practice guidelines for adults with Alzheimer's disease and related disorders, AOTA practice guidelines series*. Bethesda, MD: AOTA Press.

Sames, K. (2010). *Documenting occupational therapy practice* (2nd ed). Upper Saddle River, NJ: Pearson. ISBN: 0-13-199948-6

Unsworth, C.A. (2011). *OT-DORA: Occupational therapy driver off-road assessment battery*. Bethesda, MD: AOTA Press

Required Articles

Early, D., Herlache, E., & Skelton, D.R. (2010). Use of occupations and activities in a modified constraint-induced movement therapy program: A musician's triumphs over chronic paresis from stroke. *American Journal of Occupational Therapy*, 64, 735-744.

Hayner, K., Gibson, G., Giles, G.M. (2010). Comparison of constraint-induced movement therapy and bilateral treatment of equal intensity in people with chronic upper-extremity dysfunction after cerebrovascular accident. *American Journal of Occupational Therapy*, 64, 528-539.

Hillier, R. & Tarbuton, N.M. (2014, November 24). Vision deficits following stroke: Implications for occupational therapy practice. *OT Practice*, 13-16.

McKelvey, J. (2004, July). Occupational therapy in acute care hospitals. *OT Practice*, CE1-CE7.

Migliori, A. (2004). Improving dyspnea management in three adults with chronic obstructive pulmonary disease. *American Journal of Occupational Therapy*, 58, 639-646.

Nilsen, D.M. & DiRusso, T. (2014). Using mirror therapy in the home environment: A case report. *American Journal of Occupational Therapy*, 68, e84-89.

Nguyen, V., Thao-Houane, T., & Warren, M.L. (2014, September 15). Early mobilization: Occupational therapy within a multidisciplinary team approach. *OT Practice*, 15-19.

Oertli, S. (2007, November 12). Cancer: Many diagnoses, one occupation-based approach. *OT Practice*, 16-19.

Peterson, E.W. (2011, September 12). Reducing fall risk: A guide to community-based programs. *OT Practice*, 15-20.

Sokol-McKay, D. (2002, October 28). Diabetes: Functional implications, general precautions, and practical considerations. *OT Practice*, 11-17.

Weisser-Pike, O., & Kaldenberg, J. (2010, February 22). Occupational therapy approaches to facilitate productive aging for individuals with low vision. *OT Practice*, CE1-CE8.

Methods of Evaluation:

In order to progress in the OT program, the student must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog, current edition*).

Classroom Evaluation Methods:

| Assignments | Percent |
|---|----------------|
| Exams. There will be a midterm and final exam, 20% each.. | 40 |
| Intervention Plan The first intervention plan will be based on a case study. Utilize the OT 612 Intervention Plan document and rubric inserted in the syllabi. | 15% |
| Geriatric Population Wellness Program Utilizing the “Well Elderly Lifestyle Redesign Study” as your motivation, create a paper arguing for the development of a geriatric wellness program in the community with a goal of supporting independence in the home and community. Keep in mind that the program does not need to have full independence as the goal, but can provide supports so that the individual can continue living in the community. Be creative, be bold and be scholarly. This should be a 5-8 page position paper, supported by the literature, but more heavily focused on original ideas. Clark, F. (1997). Occupational Therapy for Independent-Living Older Adults. <i>Jama</i> , 278(16), 1321. doi:10.1001/jama.1997.03550160041036 | 20% |
| Clinical Competencies Checklist Students are provided with the clinical competencies checklist, and may attend a Clinical Competencies office hour session to demonstrate their skill during an time of availability listed on the syllabus. | 15% |
| Home Modification or Hospice Intervention Based on a provided case study developed in class from your combined fieldwork experiences, develop an intervention for either a home modification that improves quality of life, or a palliative hospice intervention. Provide a one page description of the activity, goals, environment, set up and materials, as well as a one page caregiver education sheet for a family member to utilize the intervention in your absence. | 10% |

Classroom Grading Scale:

| Alphabetic | Raw Score |
|-------------------|------------------|
| A | 93-100 |
| B+ | 89-92 |
| B | 85-88 |
| C+ | 81-84 |
| C | 77-80 |
| F | 76 or below |

Rounding:

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

ACADEMIC INFORMATION**Attendance Policy:**

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than fifteen percent (15%) of required sessions during accelerated semesters, a grade of “F” or “W” will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

Online participation is necessary for any courses offered online.

Test Taking Guidelines:

Before each quiz/test/exam students will:

- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic zero “0”.
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

Written Paper Requirements:

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.

- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learn System unless instructed otherwise.

E-mail:

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

Social Networking Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and/or pictures about the FMU OT program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy:

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University’s Title IX Coordinator (titleixcoordinator@fmarion.edu)

Student Responsibilities:

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, and the *University Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Americans with Disabilities Act (ADA):

If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center. Accommodations will be made with proper documentation from the University Counseling and Testing Center. The student must provide documentation to any or all course or clinical instructors of classes or

clinical rotations in which the student would like to use the accommodations. If at any time during the semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Grievance Procedure:

The Department of Occupational Therapy adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the OT program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*.

Guidelines for Faculty Appointments:

All faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible, the student may request the faculty to meet at another time.

Academic Dishonesty:

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Code of Ethics:

The School of Health Sciences subscribes to the "Code of Student Conduct" as defined in the "Students' Rights and Responsibilities" section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the OT profession.

HIPAA:

The Francis Marion University Occupational Therapy Program is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is important to remember to be compliant with the HIPAA rules in class as well as in clinic.

Definition of Unprofessional Behavior:

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language

- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior:

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences' student towards another student, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic advisor. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Department Chair and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

****All academic warnings are cumulative throughout the program.**

Computer Use:

Because computers are an essential learning tool, every student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)
- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable. All devices must have at least a 90-minute battery capacity when fully charged, since some classrooms do not provide individual electrical outlets for students. Personal handheld devices

are recommended that can download eBooks for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

CONTENT INFORMATION

Topical Outline:

| Week | Content | Resources | Evaluation |
|--------------|---|---|------------|
| LECTURE 1 | Overview of the OT Process, Practice Settings in Intervention III Moms Come to stay Social, Economic and Political Factors Personal Values, Beliefs and Spirituality | Willard And Spackman Chapter 22, 24 212-222, | |
| LAB | The Intervention Process | | |
| LECTURE 2 | OT for Older Adults with Changing Needs | Sames Chapter 11 Pages 108-115, d Page 122 Sames Chapter 13 Pages 141-153, 162 163 Willard and Spackman Chapter 67 | |
| LAB | Documentation: Goal Writing, Progress Notes | | |
| LECTURE 3 | Orthopedics: Joint Replacements Hip and Knee Hip Fractures | Pedretti Chapter 38 945-951 Pedretti Chapter 40 1004-1021 Pedretti Chapter 41 1030-1047 Pedretti Chapter 10 150-229. | |
| LAB | Orthopedics: Adaptive Equipment and Techniques, Environmental Adaptation. The FIM | | |
| LECTURE 4 | Orthopedics: Diabetes PVD LE Amputations Wheelchair Prescription Falls Prevention/Safety | Sokol-McKay (2002) Peterson (2007) . | |

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|-----------|--|---|---|
| LAB | Orthopedics: Neck Bracing, Back Supports, LE Stump Management; Home safety Assessments, Balance Assessments | | Competency Checks |
| LECTURE 5 | Parkinson's Disease Myasthenia Gravis CVA Continuum of Care: CVA, Hip, Low Vision | Pedretti Chapter 35 893-899, Ch 37 939-940 Pedretti Chapter 3 809-840. Pedretti Ch 32 Willard & Spackman Chapter 62 | |
| LAB | Emerging Areas of Intervention: Low Vision | Weisser-Pike and Kaldenberg (2010) | |
| LECTURE 6 | Cognitive Perceptual | Pedretti Chapter 25, 631-644 Chapter 26 645-668. Hillier & Tarbutton (2014) | Home Health or Hospice Intervention Due |
| LAB | Off Road Driver Eval OT-DORA | Unsworth, 2011 | |
| LECTURE 7 | Dysphagia, Dysarthria, Aphasia | Pedretti Chapter 27 669-700. | |
| LAB | Neurology/Orthopedics: Splinting, Slings, Edema Management Neurology: Traditional Interventions for Motor Recovery (PNF, Brunnstrom, Rood, NDT) | Coppard and Lehman, Chapter 14 324-345. Ch. 15 346-366. | Competency Checks |
| LECTURE 8 | Home Health and Hospice | | Midterm exam |
| LAB | Eating and Swallowing Disorders | | |
| LECTURE 9 | CIMT Mirror Therapy Documentation: Discharge Notes | Hayner et al. (2010) Early et al (2010) Sames, 166-173. | |
| LAB | Executive Function; CIMT; mCIMT, Mirror therapy iPad apps for geriatrics | | |

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|---------------|--|--|-----------------------|
| LECTURE 10 | CVA Best Practices, What the Research Says; Emerging Areas | Wolf and Nilsen: Best Practices – Adults with Stroke (p. 1-66). | |
| LAB | IPad Apps for Geriatrics Sleep Interventions | | Competency Checks |
| LECTURE 11 | Mental Health: The Older Adult: Mental Health, Pharmaceutical Interventions Sleep | Cara and McRae Chapter 14, 473-500. Willard & Spackman, Chapter 54 | |
| LAB | Roles: OTR/COTA Settings: Home Health, Hospice | | |
| LECTURE 12 | Dementia | OT Practice Guidelines Alzheimer's Disease 1-45. | Wellness Program Due |
| LAB | Dementia Interventions | | |
| LECTURE 13 | Cardiopulmonary | Pedretti Chapter 44 1117-1133. | |
| LAB | METS | | Intervention Plan Due |
| 14 | Acute Care: General Considerations, Renal Failure; Cancer | McKelvey (2004) Nguyen (2014) Oertli (2007) Pedretti Chapter 45 1134-1141. | |
| LAB | Caregiver Training | | |
| 15 | Wrap Up, Review | | |

OT 612 Intervention Plan Rubric

| | Below Expectations Significant omissions | Meets Expectations Minor omissions | Exceeds Expectations Thorough and comprehensive | Comments |
|--|--|--|---|-----------------|
| Demographics | Points 0-3 | Points 3-4 | Points 4-5 Clients name, DOB, Date of report, diagnosis, precautions/contraindications are properly identified | |
| Current Occupational Performance Status <i>(2018 ACOTE Standard B.4.4)</i> | Points 0-3 | Points 3-4 | Points 4-5 Occupational Profile utilizing AOTA template | |
| Reimbursement and Policy Conditions <i>(2018 ACOTE Standards B.4.29, B 5.4.)</i> | Points 0-3 | Points 3-4 | Points 4-5 What are organizational, legislative or reimbursement requirements that will impact the amount of time, number of sessions, documentation etc, in this setting? | |
| Theory to Direct Assessment and Intervention <i>(2018 ACOTE Standards B 2.1)</i> | Points 0-3 | Points 3-4 | Points 4-5 Identify 1-2 theoretical approaches and frames of reference you have chosen to direct the assessment and intervention process. | |
| Assessment Plan <i>(2018 ACOTE Standards B 4.5),</i> | Points 0-3 | Points 3-4 | Points 4-5 What is your plan for use of use of standardized and non-standardized tests Are there any issues of bias or cultural relevance associated with the chosen methods? | |
| Assessment <i>(2018 ACOTE Standards B 3.5, B.4.2., B 4.7, B.4.8.)</i> | Points 0-8 | Points 9-15 | Points 16-20 Provides analytical summary of all performance areas, client factors, performance patterns, context, performance skills Client problem list is developed and implications on functional performance is identified. | |
| Goals <i>(2018 ACOTE Standards B.2.1.,</i> | Points 0-8 | Points 9-15 | Points 16-20 Provide 3 long term goals with 2 associated short term objectives for areas of dysfunction. Include 1 intervention activity for each objective, specifying the | |

| | | | | |
|--|------------|------------|---|--|
| <i>B.3.4., B.3.6., B.4.2., B.4.3., B.4.9., B.4.10., B.4.18, B.13)</i> | | | <p>setup, instructions, theoretical rationale, expected performance and grading options for each, as applicable. I</p> <ul style="list-style-type: none"> • Include recommendations and training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices. • Include strategies to remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance. | |
| Evidence <i>(2018 ACOTE Standards B4.4),</i> | | | Provide 2-3 evidence-based resources that support the intervention activities that you have described above. Briefly describe the evidence in a few sentences, and append the resources. | |
| Safety <i>(2018 ACOTE Standard B 3.7)</i> | Points 0-2 | Points 3-4 | <p>Points 4-5</p> <p>Describe safety regulations that must be maintained with this patient, including the assessment and monitoring of vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) and contraindications.</p> | |
| Assistive Technology <i>(2018 ACOTE Standard B 4.11)</i> | Points 0-2 | Points 3-4 | <p>Points 4-5.</p> <p>Identify an opportunity for assistive technology use in this case, and how you would design, fit, apply and train in this area.</p> | |
| Monitor and Reassess <i>(2018 ACOTE Standard B 4.22)</i> | Points 0-2 | Points 3-4 | <p>Points 4-5</p> <p>Briefly discuss what outcome measures you will use to monitor and assess progress.</p> | |
| Collaboration <i>(2018 ACOTE Standards B 4.19, B4.23, B.4.2, B 4.25.)</i> | Points 0-3 | Points 3-4 | <p>Points 4-5</p> <p>Identify methods for this client's care to include interprofessional collaboration, OT/OTA collaboration, consultation)</p> | |
| Education materials <i>(2018 ACOTE Standards B.4.10., B.4.21.)</i> | Points 0-2 | Points 3-4 | <p>Points 4-5</p> <p>Prepare a handout of instruction for a home program or education for the client that employs principles of health literacy and reflects home or community-based goals associated with the intervention plan. Attach as an appendix.</p> | |
| Discharge Criteria <i>(2018 ACOTE Standards B.4.20., B.4.26., B.4.28.)</i> | Points 0-2 | Points 2-5 | <p>Points 5-10</p> <p>Describe discharge criteria, necessary referrals and requirements for consultation, care coordination, transition, case management for the client.</p> | |
| TOTAL | | | | |

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: Occupational Therapy/School of Health Sciences **Date** 1/12/2021

Course No. or Level: OT 612FW **Title:** Level I Fieldwork IV: Geriatrics

Semester hours 1 Clock hours: Lecture _____ Laboratory 1

Prerequisites OT 611FW Co-Requisites OT 612

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Sittling

Provost's Signature Pete King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 612FW Level I Fieldwork 4: Geriatrics (1, P/F) This fieldwork experience will integrate OT 612 course concepts while students observe and begin to participate in the intervention process with geriatric clients experiencing occupational dysfunction, under the supervision of a credentialed professional.

- Purpose:
1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
 2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

Teaching method planned:

Teaching strategies will consist of supervised practice, interviewing, development, simulations, directed observation, reflection, discussions, presentations, written assignments, tests, and pre- and post-conferences.

Textbook and/or materials planned (including electronic/multimedia):

Required Textbook:

Sames, K. (2015). *Documenting occupational therapy practice* 3rd Edition. NJ: Pearson Prentice Hall. ISBN: ISBN-13: 978-0133110494

Weiss, D. F., Morgan, M. J., & Tilin, F. J. (2018). *The interprofessional health care team: Leadership and development*. 186 p.: Jones & Bartlett Learning.

Required Articles:

American Occupational Therapy Association. (2014). *Occupational therapy practice framework: Domain & process* 3rd Edition. MD: AOTA Press. ISBN: 978-1-56900-361-9

American Occupational Therapy Association. (2020). Occupational therapy's commitment to diversity, equity, and inclusion. *American Journal of Occupational Therapy*, 74(Suppl. 3), 7413410030. <https://doi.org/10.5014/ajot.2020.74S3002>

American Occupational Therapy Association. (2015). Occupational therapy code of ethics (2015). *American Journal of Occupational Therapy*, 69(Suppl. 3), 6913410030. <http://dx.doi.org/10.5014/ajot.2015.696S03>

Course Content:

Students will spend 4-8 hours across a 10-week period in an adult context, whether on campus in a simulated or live clinical interaction with full time or adjunct faculty as supervisors, or one day per week in a school, community or clinical setting under the supervision of a licensed occupational therapist or other credentialed professional. Experiences across students will vary, and it is the expectation that they will make the most of their own individual placement and share and learn from the experiences and perspectives of their peers through discussion postings and seminars. Students are reminded that confidentiality is of utmost importance. While information may be shared among class members about clinical experiences, there should be no identifying information about patients that would jeopardize their anonymity, and all discussions must be conveyed with the utmost respect for individuals.

| Course Student Learning Outcomes | Evaluation Methods |
|--|--|
| 1. Articulate the role of occupational therapy in the particular geriatric treatment context. | Level I Fieldwork Performance Evaluation |
| 2. Demonstrate cultural awareness and respect for diversity of individuals. | Level I Fieldwork Performance Evaluation |
| 3. Assess personal strengths and areas of growth applicable to professional development and implement strategies to facilitate personal and professional goal achievement. | Self Evaluation |

| | |
|--|--|
| 4. Demonstrate professional behaviors throughout interactions including self-direction, preparedness, timeliness, and dependability. | Level I Fieldwork Performance Evaluation Journal Reflection a |
| 5. Consistently demonstrate behaviors in accordance with the AOTA Code of Ethics, HIPPA and facility policies and protocols. (ACOTE 2018 Standard B 7.1) | Level I Fieldwork Performance Evaluation |
| 6. Maximize the safety of self and others by upholding all safety regulations, infection control and taking actions to minimize risk. (ACOTE 2018 Standard B 3.7) | Level I Fieldwork Performance Evaluation |
| 7. Demonstrate the ability to incorporate therapeutic use of self in interactions with others. (ACOTE 2018 Standard B 4.1) | Level I Fieldwork Performance Evaluation Journal Reflection and Curricular Themes |
| 8. Recognize the importance of occupation and design opportunities to include it in the intervention process. | Level I Fieldwork Performance Evaluation |
| 9. Describe and facilitate interprofessional interactions. (ACOTE 2018 Standard B 4.8) | Level I Fieldwork Performance Evaluation |
| 10. Contribute to the development of theoretically sound and evidence-based assessment and intervention skills applicable to various pediatric individuals and groups. (ACOTE 2018 Standard B 4.4) | Level I Fieldwork Performance Evaluation |
| 11. Apply clinical and dynamic reasoning skills to a variety of pediatric populations and treatment contexts. (ACOTE 2018 Standard B 4.2) | Level I Fieldwork Performance Evaluation |
| 12. Produce clear, concise, and accurate clinical documentation using widely accepted formats common to handwritten and electronic medical records. (ACOTE 2018 Standard B 4.15) | SOAP Notes |
| 13. Reflect on the application of the FMU Occupational Therapy Department curricular themes to this setting: evidence based, occupation focused, client centered, community-based treatment that is applied with advanced clinical skills and therapeutic use of self. | Journal Reflection and Curricular Themes |
| 14. Address clients in a holistic manner, including attention to psychosocial factors. | |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 2 Demonstrate entry-level competence as a generalist utilizing occupation-based practice in a client centered manner, with broad exposure to delivery models and systems in traditional and emerging practice settings | |

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Level I Fieldwork IV: Geriatrics
Course Number: OT 612FW
Credit Hours: 1
Semester: Spring Year 2

Pre-requisites: OT 611FW
Co-requisites: OT 612

Course Coordinator: TBD

Office Number:

Office Phone:

E-mail:

Office hours:

Course Description: This fieldwork experience will integrate OT 612 course concepts while students observe and begin to participate in the intervention process with adult clients experiencing occupational dysfunction, under the supervision of a credentialed professional.

Syllabi Enhanced Description: Students will spend 4-8 hours across a 10-week period in an adult context, whether on campus in a simulated or live clinical interaction with full time or adjunct faculty as supervisors, or one day per week in a school, community or clinical setting under the supervision of a licensed occupational therapist or other credentialed professional. Experiences across students will vary, and it is the expectation that they will make the most of their own individual placement and share and learn from the experiences and perspectives of their peers through discussion postings and seminars. Students are reminded that confidentiality is of utmost importance. While information may be shared among class members about clinical experiences, there should be no identifying information about patients that would jeopardize their anonymity, and all discussions must be conveyed with the utmost respect for individuals.

| Course Student Learning Outcomes | Evaluation Methods |
|--|--|
| 1. Articulate the role of occupational therapy in the particular geriatric treatment context. | Level I Fieldwork Performance Evaluation |
| 2. Demonstrate cultural awareness and respect for diversity of individuals. | Level I Fieldwork Performance Evaluation |
| 3. Assess personal strengths and areas of growth applicable to professional development and implement strategies to facilitate personal and professional goal achievement. | Self Evaluation |
| 4. Demonstrate professional behaviors throughout interactions including self-direction, preparedness, timeliness, and dependability. | Level I Fieldwork Performance Evaluation Journal Reflection a |
| 5. Consistently demonstrate behaviors in accordance with the AOTA Code of Ethics, HIPPA and facility policies and protocols. (ACOTE 2018 Standard B 7.1) | Level I Fieldwork Performance Evaluation |
| 6. Maximize the safety of self and others by upholding all safety regulations, infection control and taking actions to minimize risk. (ACOTE 2018 Standard B 3.7) | Level I Fieldwork Performance Evaluation |
| 7. Demonstrate the ability to incorporate therapeutic use of self in interactions with others. (ACOTE 2018 Standard B 4.1) | Level I Fieldwork Performance Evaluation Journal Reflection and Curricular Themes |
| 8. Recognize the importance of occupation and design opportunities to include it in the intervention process. | Level I Fieldwork Performance Evaluation |
| 9. Describe and facilitate interprofessional interactions. (ACOTE 2018 Standard B 4.8) | Level I Fieldwork Performance Evaluation |
| 10. Contribute to the development of theoretically sound and evidence-based assessment and intervention skills applicable to various pediatric individuals and groups. (ACOTE 2018 Standard B 4.4) | Level I Fieldwork Performance Evaluation |
| 11. Apply clinical and dynamic reasoning skills to a variety of pediatric populations and treatment contexts. (ACOTE 2018 Standard B 4.2) | Level I Fieldwork Performance Evaluation |
| 12. Produce clear, concise, and accurate clinical documentation using widely accepted formats common to handwritten and electronic medical records. (ACOTE 2018 Standard B 4.15) | SOAP Notes |

| | |
|--|--|
| 13. Reflect on the application of the FMU Occupational Therapy Department curricular themes to this setting: evidence based, occupation focused, client centered, community-based treatment that is applied with advanced clinical skills and therapeutic use of self. | Journal Reflection and Curricular Themes |
| 14. Address clients in a holistic manner, including attention to psychosocial factors. | |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 2 Demonstrate entry-level competence as a generalist utilizing occupation-based practice in a client centered manner, with broad exposure to delivery models and systems in traditional and emerging practice settings | |

Teaching/Learning Strategies:

Teaching strategies will consist of supervised practice, interviewing, development, simulations, directed observation, reflection, discussions, presentations, written assignments, tests, and pre- and post-conferences.

Required Textbook:

Sames, K. (2015). *Documenting occupational therapy practice* 3rd Edition. NJ: Pearson Prentice Hall. ISBN: ISBN-13: 978-0133110494

Weiss, D. F., Morgan, M. J., & Tilin, F. J. (2018). *The interprofessional health care team: Leadership and development*. 186 p.: Jones & Bartlett Learning.

Required Articles:

American Occupational Therapy Association. (2014). *Occupational therapy practice framework: Domain & process* 3rd Edition. MD: AOTA Press. ISBN: 978-1-56900-361-9

American Occupational Therapy Association. (2020). Occupational therapy's commitment to diversity, equity, and inclusion. *American Journal of Occupational Therapy*, 74(Suppl. 3), 7413410030. <https://doi.org/10.5014/ajot.2020.74S3002>

American Occupational Therapy Association. (2015). Occupational therapy code of ethics (2015). *American Journal of Occupational Therapy*, 69(Suppl. 3), 6913410030. <http://dx.doi.org/10.5014/ajot.2015.696S03>

Methods of Evaluation:

In order to progress in the OT program, the student must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog, current edition*).

Classroom Evaluation Methods:

| Assignments | Percent of Final Grade |
|--|------------------------|
| Journal Reflections and Curricular Themes Each student is responsible for documenting each session spent in fieldwork in a soap note format, submitted to the instructor weekly. Note how you are advancing in the professional development/behavior goal you developed for yourself in a prior clinical semester, if applicable. In addition, a final 2 page paper addressing how the clinical experience did or did not address the themes of the FMU Occupational Therapy Department curriculum, including evidence based, occupation focused, client centered, community-based with the application of health literacy, clinical skills and therapeutic use of self. | 10 |
| Self-Evaluation, and Clinical Site Evaluation, Professional Behavior Goal Each student is required to complete a final evaluation of the clinical experience to the AFWC, and conduct a professional behaviors self -assessment, identifying an individualized objective for their next clinical experience. | 5 |
| Online Peer Collaborations: Powerful Learning Experiences Three times during the semester students will meet online to discuss powerful experiences in the clinical setting that advanced their learning. Each student is expected to contribute at least once during the semester. Experiences should be shared informally, in approximately 10 minute presentation and discussion, in a manner that contributes to the learning of your peers. Contact the instructor one week before the Online Peer Collaboration if you would like to request a sharing time for the next session. | 5 |
| Fieldwork Performance Evaluation <i>OT 536 Level I Experience II Evaluation Midterm-</i> FWE completed assessment at midterm of student performance throughout the FW process based on components such as fundamentals of practice, general tenants, assessment & intervention, and professional development. <i>Formative Assessment</i> <i>OT 536 Level I Experience II Evaluation Final -</i> FWE completed assessment at final of student performance throughout the FW process based on components such as fundamentals of practice, general tenants, assessment & intervention, and professional development. <i>Summative Assessment</i> | 80 |

Classroom Grading Scale:

| Alphabetic | Raw Score |
|------------|-------------|
| A | 93-100 |
| B+ | 89-92 |
| B | 85-88 |
| C+ | 81-84 |
| C | 77-80 |
| F | 76 or below |

Rounding:

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

ACADEMIC INFORMATION**Attendance Policy:**

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than fifteen percent (15%) of required sessions during accelerated semesters, a grade of "F" or "W" will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

Online participation is necessary for any courses offered online.

Test Taking Guidelines:

Before each quiz/test/exam students will:

- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic zero "0".
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

Written Paper Requirements:

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learn System unless instructed otherwise.

E-mail:

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

Social Networking Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and/or pictures about the FMU OT program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy:

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University’s Title IX Coordinator (titleixcoordinator@fmarion.edu)

Student Responsibilities:

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, and the *University Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Americans with Disabilities Act (ADA):

If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center. Accommodations will be made with proper documentation from the University Counseling and Testing Center. The student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the student would like to use the accommodations. If at any time during the semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Grievance Procedure:

The Department of Occupational Therapy adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the OT program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*.

Guidelines for Faculty Appointments:

All faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible, the student may request the faculty to meet at another time.

Academic Dishonesty:

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Code of Ethics:

The School of Health Sciences subscribes to the "Code of Student Conduct" as defined in the "Students' Rights and Responsibilities" section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the OT profession.

HIPAA:

The Francis Marion University Occupational Therapy Program is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is important to remember to be compliant with the HIPAA rules in class as well as in clinic.

Definition of Unprofessional Behavior:

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive

or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior:

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences' student towards another student, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic advisor. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Department Chair and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

****All academic warnings are cumulative throughout the program.**

Computer Use:

Because computers are an essential learning tool, every student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)
- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable. All devices must have at least a 90-minute battery capacity when fully charged, since some classrooms do not provide individual electrical outlets for students. Personal handheld devices are recommended that can download eBooks for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

CONTENT INFORMATION

Topical Outline:

| Week | Content | Resources | Evaluation Methods |
|--------|--|---|----------------------|
| Week 1 | Online seminar with FMU Academic Fieldwork Coordinator (AFWC) Review of syllabus Weekly SOAP note formats Code of Ethics | FMU Occupational Therapy Department Student Handbook FMY Occupational Therapy Department Fieldwork Manual AOTA (2015) | |
| Week 2 | Cultural Self-Assessment Update Leveraging Diversity | AOTA (2020) Goode 2008 Weiss, Tilin & Morgan Chapter 7 | |
| Week 3 | Onsite Geriatric Clinical experience | | SOAP Note Posting #1 |
| Week 4 | Online Peer Collaboration 1 Onsite Geriatric Clinical experience | | SOAP Note Posting #2 |
| Week 5 | Onsite Geriatric Clinical experience | | SOAP Note Posting #3 |
| Week 6 | Onsite Geriatric Clinical experience | | SOAP Note Posting #4 |
| Week 7 | Complete Midterm Evaluation with Clinical Onsite Instructor and Submit to AFWC Onsite Geriatric Clinical experience | | SOAP Note Posting #5 |
| Week 8 | Online Peer Collaboration 2 Onsite Geriatric Clinical experience Facilitating a Collaborative Culture | Weiss, Tilin & Morgan Chapter 8 | SOAP Note Posting #6 |

| | | | |
|---------|--|--|---|
| Week 9 | Onsite Geriatric Clinical experience | | SOAP Note Posting #7 |
| Week 10 | Onsite Geriatric Clinical experience | | SOAP Note Posting #8 |
| Week 11 | Onsite Geriatric Clinical experience | | SOAP Note Posting #9 |
| Week 12 | Complete Final Evaluation with Clinical Onsite Instructor Online Peer Collaboration 3 Onsite Geriatric Clinical experience | | Submit Final Evaluation and Clinical Site Evaluation to AFWC SOAP Note Posting #10 |
| Week 13 | Wrap Up Seminar Reviewing Professional Growth and Clinical Skills | | |
| Week 14 | Wrap Up Seminar Reviewing Course Objectives | | Submit Professional Behavior Summary and Goal to AFWC |
| Week 15 | Review, Wrap-Up | | |

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: Occupational Therapy/School of Health Sciences **Date** 1/12/2021

Course No. or Level: OT 613 **Title:** Pre-Fieldwork Clinical Skills

Semester hours 1 Clock hours: Lecture _____ Laboratory 1

Prerequisites OT 612 Co-Requisites _____

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Gittings

Provost's Signature Peter King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 613 Pre-Fieldwork Clinical Skills (1) This course will address the skills most commonly applied in Level II fieldwork settings in a competency-based approach.

- Purpose:
1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
 2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

Teaching method planned:

Demonstration and practice, video, and observation of student performance in the lab/clinical setting.

Textbook and/or materials planned (including electronic/multimedia):

Required Textbook

Fairchild, S. L., & Pierson, F. M. (2013). *Pierson and Fairchild's principles & techniques of patient care*. St. Louis, MO: Elsevier.

McHugh Pendleton, H., & Schultz-Krohn, W. (2018). *Pedretti's occupational therapy: Practice skills for physical dysfunction*. (8th Edition). Publisher: Mosby Elsevier 978-0-323-33927-8. *Publication Manual of the American Psychological Association*. (2020). Washington, DC: American Psychological Association.

Coppard, B. M., & Lohman, H. (2020). *Introduction to Orthotics: A Clinical Reasoning & Problem-Solving Approach*. St. Louis: Elsevier/Mosby.

Course Content:

This course will address the skills most commonly applied in Level II fieldwork settings in a competency-based approach.

| Course Student Learning Outcomes | Evaluation Methods |
|--|------------------------------|
| 1. Demonstrate the ability to transfer clients of a range of sizes and capabilities, safely and effectively. | Quizzes Competency Checks |
| 2. Utilize physical agent modalities in the appropriate situations in accordance with conditions, contraindications, and institutional requirements. | Quizzes Competency Checks |
| 3. Demonstrate the ability to utilize a variety of mobility aids and positioning techniques, making adjustments as necessary. | Quizzes Competency Checks |
| 4. Explain the use of various technologies in the medical setting (respirator, tracheostomy tubes, chest tubes, GI tubes, IV tubes, cardiac monitors, pulse ox monitors, catheters etc) and the interprofessional roles required in their usage. | Quizzes Competency Checks |
| 5. Design, make, and apply a variety of orthotics and be able to train others in their safe use. | Quizzes Competency Checks |
| 6. Describe essential features of HIPAA, infection control, confidentiality, mandated reporting, and other professional responsibilities. | Quizzes Competency Checks |
| 7. Demonstrate the ability to de-escalate a situation and safely intervene with an individual whose behavior is not controlled | Quizzes Competency Checks |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 2 Demonstrate entry-level competence as a generalist utilizing occupation-based practice in a client centered manner, with broad exposure to delivery models and systems in traditional and emerging practice settings | |

Program Outcome 11. Demonstrate competence in the application of entry level and advanced clinical skills and technologies in accordance with standards of practice including precautions, contraindications and safety requirements.

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Pre-Fieldwork Clinical Skills
Course Number: OT 613
Credit Hours: 1
Semester: Spring Year II

Pre-requisites: OT 612
Co-requisites:

Course Coordinator: TBD
Office Number:
Office Phone:
E-mail:
Office hours:

Course Description:

This course will address the skills most commonly applied in Level II fieldwork settings in a competency-based approach.

| Course Student Learning Outcomes | Evaluation Methods |
|--|------------------------------|
| 1. Demonstrate the ability to transfer clients of a range of sizes and capabilities, safely and effectively. | Quizzes Competency Checks |
| 2. Utilize physical agent modalities in the appropriate situations in accordance with conditions, contraindications, and institutional requirements. | Quizzes Competency Checks |
| 3. Demonstrate the ability to utilize a variety of mobility aids and positioning techniques, making adjustments as necessary. | Quizzes Competency Checks |
| 4. Explain the use of various technologies in the medical setting (respirator, tracheostomy tubes, chest tubes, GI tubes, IV tubes, cardiac monitors, pulse ox monitors, catheters etc) and the interprofessional roles required in their usage. | Quizzes Competency Checks |

| | |
|---|------------------------------|
| 5. Design, make, and apply a variety of orthotics and be able to train others in their safe use. | Quizzes Competency Checks |
| 6. Describe essential features of HIPA, infection control, confidentiality, mandated reporting, and other professional responsibilities. | Quizzes Competency Checks |
| 7. Demonstrate the ability to de-escalate a situation and safely intervene with an individual whose behavior is not controlled | Quizzes Competency Checks |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 2 Demonstrate entry-level competence as a generalist utilizing occupation-based practice in a client centered manner, with broad exposure to delivery models and systems in traditional and emerging practice settings | |
| Program Outcome 11. Demonstrate competence in the application of entry level and advanced clinical skills and technologies in accordance with standards of practice including precautions, contraindications and safety requirements. | |

Teaching/Learning Strategies:

Demonstration and practice, video, and observation of student performance in the lab/clinical setting.

Methods of Evaluation:

In order to progress in the OT program, the student must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog, current edition*).

Classroom Evaluation Methods:

| Assignments | Percent |
|-------------------------------------|---------|
| Online quizzes (5@ 10 points each) | 50 |
| Competency Based Check: Positioning | 10 |

| | |
|--|----|
| Competency Based Check: Splinting | 10 |
| Competency Based Check: Transfers | 10 |
| Competency Based Check: Modalities | 10 |
| Competency Based Check: Acute Care and Behavioral Intervention | 10 |

Classroom Grading Scale:

| Alphabetic | Raw Score |
|-------------------|------------------|
| A | 93-100 |
| B+ | 89-92 |
| B | 85-88 |
| C+ | 81-84 |
| C | 77-80 |
| F | 76 or below |

Rounding:

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

ACADEMIC INFORMATION

Attendance Policy:

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than fifteen percent (15%) of required sessions during accelerated semesters, a grade of “F” or “W” will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

Online participation is necessary for any courses offered online.

Test Taking Guidelines:

Before each quiz/test/exam students will:

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- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic zero “0”.
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Written Paper Requirements:

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
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Students are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and/or pictures about the FMU OT program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

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Student Responsibilities:

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, and the *University Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting

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All faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible, the student may request the faculty to meet at another time.

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See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

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Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

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- Abusive behavior
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- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior:

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences' student towards another student, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic advisor. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Department Chair and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

****All academic warnings are cumulative throughout the program.**

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Because computers are an essential learning tool, every student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)
- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable.

All devices must have at least a 90-minute battery capacity when fully charged, since some classrooms do not provide individual electrical outlets for students. Personal handheld devices are recommended that can download eBooks for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

| CONTENT INFORMATION Topical Outline | | | |
|--|--|---|---------------------------|
| Week | Lab Topics | Resources | Evaluation Methods |
| 1 | Syllabus Expectations | Universal Precautions video | |
| 2 | Splinting materials | Coppard and Lohman Chapters 1-8 | Online Quiz |
| 3 | Fabricate a splint | Coppard and Lohman Chapters 1-8 | |
| 4 | Instruct others on splinting | Coppard and Lohman Chapters 1-8 | Competency Check |
| 5 | Biometrics and Critical Care Issues | Pierson & Fairchild Chapters 1 -3 and 10 | Competency Check |
| 6 | Biometrics and Acute Care Issues | Pierson & Fairchild Chapters 1 -3 and 10 | Online Quiz |
| 7 | Body Mechanics/Positioning | Pierson & Fairchild Chapters 4, 5 | Online Quiz |
| 8 | Positioning | Pierson & Fairchild Chapters 4, 5 | Competency Check |
| 9 | Transfers and Mobility | Pierson & Fairchild Chapters 7, 8 & 9 | Online Quiz |
| 10 | Transfers and Mobility | Pierson & Fairchild Chapters 7, 8 & 9 | Competency Check |
| 11 | Transfers and Mobility | Pierson & Fairchild Chapters 7, 8 & 9 | |
| 12 | Physical Agent Modalities Incidents and Emergencies | Pierson & Fairchild Chapter 12 Pedretti, Chapter 29 | Online Quiz |
| 13 | Physical Agent Modalities Thermal | Pedretti, Chapter 29 | Competency Check |
| 14 | Physical Agent Modalities Electrotherapeutic | Pedretti, Chapter 29 | |
| 15 | Catch Up/Review | | |

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: Occupational Therapy/School of Health Sciences **Date** 1/12/2021

Course No. or Level: OT 614 **Title:** Academic and Clinical Competencies

Semester hours 1 Clock hours: Lecture 1 Laboratory _____

Prerequisites OT 612, OT 613 Co-Requisites _____

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Aittings

Provost's Signature Pete King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 614 Academic and Clinical Competencies (1, P/F) The course will integrate experiences to apply curriculum content, as well as current resources in the field to synthesize didactic learning as entry level occupational therapists. A series of practice and content examinations designed to help prepare for the NBCOT Examination and the competency exam prior to the doctoral experiential component will be a focus.

- Purpose:
1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
 2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

Teaching method planned:

Written assignments, online tests, discussion, exam preparation and study planning, and state licensure planning.

Textbook and/or materials planned (including electronic/multimedia):

Required Textbook

Fleming-Castaldy, R., (Ed.- Eighth Edition). (2016). National Occupational Therapy Certification Exam Review & Study Guide. Evanston, Illinois: Therapy Ed. Available from <http://www.therapyed.com/nbcotstudyguide.htm>.

Course Content:

The course will integrate experiences to apply curriculum content, as well as current resources in the field to synthesize didactic learning as entry level occupational therapists. A series of practice and content examinations designed to help prepare for the NBCOT Examination and the competency exam prior to the doctoral experiential component will be a focus.

| Course Student Learning Outcomes | Evaluation Methods |
|--|-----------------------------|
| 1. Describe the NBCOT exam and state licensure application policies and begin the application process as appropriate. | Preparation Plan |
| 2. Utilize successful test-taking strategies and tips. | Standardized Practice Exams |
| 3. Demonstrate integration of curricular content by completing all written assignments in preparation for online examinations. | Standardized Practice Exams |
| 4. Complete all assigned online practice tests. | Standardized Practice Exams |
| 5. Compare and contrast options for evidence-based interventions that best meet individual learning styles and abilities to best prepare for optimal performance on the NBCOT examination. | Preparation Plan |

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Academic and Clinical Competencies
Course Number: OT 614
Credit Hours: 1 (Pass/Fail)
Semester: Spring Year II

Pre-requisites: OT 612, OT 613
Co-requisites:

Course Coordinator: TBD
Office Number:
Office Phone:
E-mail:
Office hours:

Course Description:

The course will integrate experiences to apply curriculum content, as well as current resources in the field to synthesize didactic learning as entry level occupational therapists. A series of practice and content examinations designed to help prepare for the NBCOT Examination and the competency exam prior to the doctoral experiential component will be a focus.

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| 5. Compare and contrast options for evidence-based interventions that best meet individual learning styles and abilities to best prepare for optimal performance on the NBCOT examination. | Preparation Plan |

Teaching/Learning Strategies:

Written assignments, online tests, discussion, exam preparation and study planning, and state licensure planning.

Required Textbook

Fleming-Castaldy, R., (Ed.- Eighth Edition). (2016). National Occupational Therapy Certification Exam Review & Study Guide. Evanston, Illinois: Therapy Ed. Available from <http://www.therapied.com/nbcotstudyguide.htm>.

Recommended:

Official NBCOT Study Guide (includes 100 questions) available at <https://www.nbcot.org/Students/Study-Tools/StudyGuide>

Methods of Evaluation:

In order to progress in the OT program, the student must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog, current edition*).

Classroom Evaluation Methods:

| Method | Assessment |
|--|-------------------------------|
| 17 AOTA NBCOT Weekly Online OTR Exams with Corresponding Clinical Simulation Scenarios | Satisfactory / Unsatisfactory |
| NBCOT Practice Exam | Satisfactory / Unsatisfactory |
| NBCOT Clinical Simulation Exam | Satisfactory / Unsatisfactory |
| Textbook Exams A, B, & C | Satisfactory / Unsatisfactory |
| Individual Exam Prep Plan | Satisfactory / Unsatisfactory |

**Students will receive a passing or satisfactory grade in this course if they attend class, complete all assignments, complete all assigned exams as per the topic outline, and submit a Final Exam Prep Plan.

ACADEMIC INFORMATION

Attendance Policy:

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CONTENT INFORMATION

Topical Outline:

| Week | Content | Resources AOTA Exam Prep PDFs & Corresponding Online Tests | Evaluation |
|------|---|---|---------------|
| 1 | Syllabus, On Line Tests, and Assignments Introduce NBCOT Knowledge Game & Flashcards | NBCOT Clinical Simulation Exam | Participation |
| 2 | Community mobility Community mobility- 63 questions & 5 clinical simulation scenarios Other- 39 questions & 1 clinical simulation scenario | AOTA's NBCOT Exam Prep-OTR: Community mobility | Participation |
| 3 | Standards of practice- 78 questions & 5 clinical simulation scenarios Ethics- 88 questions & 4 clinical simulation scenarios | AOTA's NBCOT Exam Prep-OTR: Ethics | Participation |
| 4 | Pediatric assessment and intervention- 119 questions & 10 clinical simulation scenarios Driving- 38 questions & 5 clinical simulation scenarios | AOTA's NBCOT Exam Prep-OTR: Pediatric assessment and intervention Driving | Participation |
| 5 | Musculoskeletal impairments- 127 questions & 6 clinical simulation scenarios | AOTA's NBCOT Exam Prep-OTR: Musculoskeletal impairments | Participation |
| 6 | Neurodegenerative diseases- 105 questions & 9 clinical simulation scenarios Burns 23 questions & 2 clinical simulation scenarios | AOTA's NBCOT Exam Prep-OTR: Neurodegenerative diseases Burns scenarios | Participation |
| 7 | Cardiopulmonary conditions- 31 questions & 2 clinical simulation scenarios Wheelchair seating and mobility- 53 questions & 3 clinical simulation scenarios | AOTA's NBCOT Exam Prep-OTR: Cardiopulmonary Wheelchair seating and mobility | Participation |
| 8 | Low vision- 36 questions & 4 clinical simulation scenarios Occupational rehabilitation/return to work- 109 questions & 11 clinical simulation scenarios | AOTA's NBCOT Exam Prep-OTR: Low vision- Occupational rehabilitation/return to work simulation scenarios | Participation |

| | | | |
|----|--|--|---|
| 9 | Mental health, adult- 96 questions & 6 clinical simulation scenarios | AOTA's NBCOT Exam Prep- OTR: Mental health | Participation |
| 10 | Neurologic impairments- 92 questions & 2 clinical simulation scenarios | AOTA's NBCOT Exam Prep- OTR: Neurologic impairments | Participation |
| 11 | Hand and upper extremity- 71 questions & 2 clinical simulation scenarios | AOTA's NBCOT Exam Prep- OTR: Hand and upper extremity- simulation scenarios | Participation |
| 12 | Mental health, pediatric- 69 questions & 7 clinical simulation scenarios | Mental health, pediatric- 69 questions & 7 clinical simulation scenarios | Participation |
| 13 | Therapy Ed Text Exam A | Therapy Ed Text Exam A | |
| 14 | Therapy Ed Text Exam B | Therapy Ed Text Exam B | Written Board Exam Prep Plan Due |
| 15 | NBCOT Practice Exam (2 hrs.) | | Participation |

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: Occupational Therapy/School of Health Sciences **Date** 1/12/2021

Course No. or Level: OT 615 **Title:** Sensory, Neuromotor, and Cognitive Interventions

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites OT 612 Co-Requisites _____

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Bittling

Provost's Signature Pete King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 615 Sensory, Neuromotor, and Cognitive Interventions (3) This course will include current approaches to address sensory, neuromotor, and cognitive deficits across the lifespan that are trending in use and most likely to support student performance in Level II Fieldwork. Specific interventions chosen across semesters may be informed by practice in the area, feedback from clinical educators, students, and faculty. Interventions may include both entry level and specialized skills.

- Purpose:
1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
 2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

Teaching method planned:

Demonstration and practice, video, and observation of student performance in the lab/clinical setting.

Textbook and/or materials planned (including electronic/multimedia):

TBD

Course Content:

This course will include current approaches to address sensory, neuromotor, and cognitive deficits across the lifespan that are trending in use and most likely to support student performance in Level II Fieldwork. Specific interventions chosen across semesters may be informed by practice in the area, feedback from clinical educators, students, and faculty. Interventions may include both entry level and specialized skills.

| Course Student Learning Outcomes | Evaluation Methods |
|--|------------------------------|
| 1. Demonstrate the psychomotor skills to utilize varied neuromotor interventions with children and adults in a safe and effective manner, which may include, but are not limited to neurodevelopmental treatment, constraint induced movement therapy, mirror therapy, motor learning, etc. (ACOTE 2018 Standard B 3.7, B 4.3, B 4.9). | Quizzes Competency Checks |
| 2. Design and implement interventions focused on sensory areas of functioning, which may include, but are not limited to vestibular rehabilitation, sensory integration, interoception activities, desensitization, therapeutic vision, etc. (ACOTE 2018 Standard B 3.7, B 4.3, B 4.9). | Quizzes Competency Checks |
| 3. Explain the rationale and implementation for a variety of cognitive approaches, which may include, but are not limited to functional cognition, cognitive disabilities approaches, cognitive re-training, reminiscence and remotivation, etc. (ACOTE 2018 Standard B 3.7, B 4.3, B 4.9). | Quizzes Competency Checks |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 2 Demonstrate entry-level competence as a generalist utilizing occupation-based practice in a client centered manner, with broad exposure to delivery models and systems in traditional and emerging practice settings | |
| Program Outcome 11. Demonstrate competence in the application of entry level and advanced clinical skills and technologies in accordance with standards of practice including precautions, contraindications and safety requirements. | |

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Sensory, Neuromotor, and Cognitive Interventions
Course Number: OT 615
Credit Hours: 3
Semester: Spring Year II

Pre-requisites: OT 612
Co-requisites:

Course Coordinator: TBD
Office Number:
Office Phone:
E-mail:
Office hours:

Course Description:

This course will include current approaches to address sensory, neuromotor and cognitive deficits, across the lifespan, that are trending in use and most likely to support student performance in Level II Fieldwork. Specific interventions chosen across semesters may be informed by practice in the area, feedback from clinical educators, students and faculty. Interventions may include both entry level and specialized skills.

| Course Student Learning Outcomes | Evaluation Methods |
|--|------------------------------|
| 1. Demonstrate the psychomotor skills to utilize varied neuromotor interventions with children and adults in a safe and effective manner, which may include, but are not limited to neurodevelopmental treatment, constraint induced movement therapy, mirror therapy, motor learning, etc. (ACOTE 2018 Standard B 3.7, B 4.3, B 4.9). | Quizzes Competency Checks |
| 2. Design and implement interventions focused on sensory areas of functioning, which may include, but are not limited to vestibular rehabilitation, sensory integration, interoception activities, desensitization, therapeutic vision, etc. (ACOTE 2018 Standard B 3.7, B 4.3, B 4.9). | Quizzes Competency Checks |

| | |
|--|---------------------------------|
| 3. Explain the rationale and implementation for a variety of cognitive approaches, which may include, but are not limited to functional cognition, cognitive disabilities approaches, cognitive re-training, reminiscence and remotivation, etc. (ACOTE 2018 Standard B 3.7, B 4.3, B 4.9). | Quizzes Competency Checks |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 2 Demonstrate entry-level competence as a generalist utilizing occupation-based practice in a client centered manner, with broad exposure to delivery models and systems in traditional and emerging practice settings | |
| Program Outcome 11. Demonstrate competence in the application of entry level and advanced clinical skills and technologies in accordance with standards of practice including precautions, contraindications and safety requirements. | |

Teaching/Learning Strategies:

Demonstration and practice, video, and observation of student performance in the lab/clinical setting.

Required Textbooks: TBD

Methods of Evaluation:

In order to progress in the OT program, the student must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog, current edition*).

Classroom Evaluation Methods:

| Assignments | Percent |
|---|---------|
| Online quizzes (5@ 10 points each) | 50 |
| Competency Based Check: Neuromotor Skills | 15 |
| Competency Based Check: Cognition | 15 |
| Competency Based Check: Sensory | 15 |
| Participation | 5 |

Classroom Grading Scale:

| Alphabetic | Raw Score |
|-------------------|------------------|
| A | 93-100 |
| B+ | 89-92 |
| B | 85-88 |
| C+ | 81-84 |
| C | 77-80 |
| F | 76 or below |

Rounding:

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

ACADEMIC INFORMATION**Attendance Policy:**

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than fifteen percent (15%) of required sessions during accelerated semesters, a grade of “F” or “W” will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

Online participation is necessary for any courses offered online.

Test Taking Guidelines:

Before each quiz/test/exam students will:

- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic zero “0”.
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

Written Paper Requirements:

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learn System unless instructed otherwise.

E-mail:

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

Social Networking Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and/or pictures about the FMU OT program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy:

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University's Title IX Coordinator (titleixcoordinator@fmarion.edu)

Student Responsibilities:

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, and the *University Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Americans with Disabilities Act (ADA):

If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center. Accommodations will be made with proper documentation from the University Counseling and Testing Center. The student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the student would like to use the accommodations. If at any time during the semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Grievance Procedure:

The Department of Occupational Therapy adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the OT program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*.

Guidelines for Faculty Appointments:

All faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible, the student may request the faculty to meet at another time.

Academic Dishonesty:

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Code of Ethics:

The School of Health Sciences subscribes to the "Code of Student Conduct" as defined in the "Students' Rights and Responsibilities" section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the OT profession.

HIPAA:

The Francis Marion University Occupational Therapy Program is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is important to remember to be compliant with the HIPPA rules in class as well as in clinic.

Definition of Unprofessional Behavior:

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive

or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior:

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences' student towards another student, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic advisor. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Department Chair and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

****All academic warnings are cumulative throughout the program.**

Computer Use:

Because computers are an essential learning tool, every student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)
- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable. All devices must have at least a 90-minute battery capacity when fully charged, since some classrooms do not provide individual electrical outlets for students. Personal handheld devices are recommended that can download eBooks for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

| CONTENT INFORMATION Topical Outline | | | |
|--|--------------------------|------------------|---------------------------|
| Week | Lab Topics | Resources | Evaluation Methods |
| 1 | Syllabus Expectations | TBD | |
| 2 | Sensory Interventions | TBD | Online Quiz |
| 3 | Sensory Interventions | TBD | |
| 4 | Sensory Interventions | TBD | |
| 5 | Sensory Interventions | TBD | Online Quiz |
| 6 | Sensory Interventions | TBD | Competency Check |
| 7 | Neuromotor Interventions | TBD | Online Quiz |
| 8 | Neuromotor Interventions | TBD | |
| 9 | Neuromotor Interventions | TBD | Online Quiz |
| 10 | Neuromotor Interventions | TBD | Competency Check |
| 11 | Neuromotor Interventions | TBD | |
| 12 | Cognitive Interventions | TBD | Online Quiz |
| 13 | Cognitive Interventions | TBD | |
| 14 | Cognitive Interventions | TBD | |
| 15 | Cognitive Interventions | TBD | Competency Check |

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: Occupational Therapy/School of Health Sciences **Date** 1/12/2021

Course No. or Level: OT 651 **Title:** Evidence-Based Practice and Research

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites OT 101, OT 504 or permission of department Co-Requisites _____

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Dittling

Provost's Signature Pete King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 651 Evidence-Based Practice and Research (3) This course presents the quantitative and qualitative approaches to research utilized in the occupational therapy profession. The development of critical analysis skills in such areas as research design, reliability, validity, trustworthiness, ethics, instrument selection, and report writing will be facilitated. The Institutional Review Board process will be included.

- Purpose:
1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
 2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

Teaching method planned:

Teaching strategies will consist of voice-over lecture and podcasts, discussions, group work, presentations, written assignments, tests, and computer-assisted instructions.

Textbook and/or materials planned (including electronic/multimedia):

Required Textbooks

Taylor, R. R. (2017). *Kielhofner's Research in Occupational Therapy* (2nd ed.). Philadelphia: F. A. Davis. (ISBN- 13: 978-0-8036-4037-5

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

American Psychological Association. (2007). *APA Style Guide to Electronic References*. Washington DC: Author.

Required Articles

Boslego, L.A.W, Munterfering Phillips. C.E, Adler, K.E., Tracy, B. L., Puymbroeck, M.V., Schmid, A.A. (2017). Impact of yoga on balance, balance confidence and occupational performance for adults with diabetic peripheral neuropathy: A pilot study, *British Journal of Occupational Therapy*, 80(3), 155–162.

Marshall, A., Myers, C., & Pierce, D. (2017). Centennial Topics—A century of therapeutic use of the physical environment. *American Journal of Occupational Therapy*, 71, 7101100030. <https://doi.org/10.5014/ajot.2017.023960>

Martin, R. A., Graham, F. P., Taylor, W. J., & Levack, W. M. M. (2017). Mechanisms of Change for Children Participating in Therapeutic Horse Riding A Grounded Theory, *Physical & Occupational Therapy in Pediatrics*, DOI: 10.1080/01942638.2017.1400492

Narain, N., Liu, W. N., Mahmood, Z., & Duncan, A. (2017). Women's Perspectives Related to Occupational Performance Following Participation in Substance Use Recovery Programs, *Occupational Therapy in Mental Health*, DOI: 10.1080/0164212X.2017.1395309

Patterson, F., Fleming, J., Doig, E., & Griffin, J. 2017. Participant evaluation of an inpatient occupational therapy groups programme in brain injury rehabilitation, *Australian Occupational Therapy Journal*, 64, 408–418. doi: 10.1111/1440-1630.12392

Course Content:

This course presents the quantitative and qualitative approaches to research utilized in the occupational therapy profession. The development of critical analysis skills in such areas as research design, reliability, validity, trustworthiness, ethics, instrument selection, and report writing will be facilitated. The Institutional Review Board process will be included.

| Course Student Learning Outcomes | Evaluation Methods |
|---|---|
| 1. Demonstrate how independent (therapy intervention) and dependent (outcome) variables can be measured in occupational therapy research. | Exams Statement of Research |
| 2. Explain and diagram research designs via research notation. | Exams Statement of Research |
| 3. Identify research priorities in the varied practice areas of the OT profession. | Exams |
| 4. Discuss the benefits of research and evidence-based practice to the profession, including contributions to theory development, advancing the profession and protecting consumers. (ACOTE 2018 Standard B 2.2) | Exams Journal Club Facilitation |
| 5. Identify nominal, ordinal, interval, and ratio data in occupational therapy studies. | Exams Mini Statistical Data Analysis |
| 6. Evaluate research designs and studies from both qualitative and qualitative approaches to assess methodology, levels of evidence, validity, reliability and trustworthiness. (ACOTE 2018 Standard B 6.1) | Exams |
| 7. Identify the components of University IRB applications, and develop a complete IRB application/protocol for a research project, including informed consent. | Exams IRB Completion |
| 8. Analyze qualitative data via case description, thematic analysis, and item by item content analysis. (ACOTE 2018 Standard B 1.4) | Exams |
| 9. Analyze quantitative data statistically via SPSS/Excel using both descriptive statistics (frequency counts, percentages, means, medians, modes) and inferential statistics (including t tests, chi-square tests, and correlation coefficients.) ACOTE 2018 Standard B 1.4) | Exams |
| 10. Critique options for locating and securing grant funding for scholarly activities and program development | Exams |
| 11. Apply ethical guidelines in accordance with the AOTA Code of Ethics and the Office of Human Research Protections (OHRP) in all research activities. | Exams Human Subjects Certificate Informed Consent IRB Completion |
| 12. Synthesize research information in a professional manner and convey a summary of findings in an integrative, clear and concise manner. | Literature Review |
| 13. Develop components of a research proposal and complete aspects of the data collection, analysis and summary process. | Statement of Research. Data Collection Assignment |

| | |
|---|-----------------------------|
| | Data Analysis Assignment |
| 14. Present outcomes data visually via charts, graphs, and figures. | Exams |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 6 Demonstrate the ability to effectively advance the goals of programs, organizations and individuals by serving as an interprofessional clinician, leader, researcher manager, supervisor, consultant and advocate. | |
| Program Outcome 7 Design and implement programs and educational experiences, incorporating an understanding of needs assessment, program management, curricular goals, teaching learning strategies, and program evaluation and revision practices. | |
| Program Outcome 9 Synthesize in-depth knowledge in a focused area (ie; clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development) through the design and completion of a doctoral capstone and experience. | |
| Program Outcome 10 Develop competencies in knowledge translation to design client centered and occupation-based community programming, administered in therapeutic relationships, to address community needs, including the PeeDee region. | |

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Evidence-Based Practice and Research
Course Number: OT 651
Credit Hours: 3
Semester: Summer Year 1

Pre-requisites: OT 500, OT 513
Co-requisites:

Course Coordinator: TBD

Office Number:

Office Phone:

E-mail:

Office hours:

Course Description: This course presents the quantitative and qualitative approaches to research utilized in the occupational therapy profession. The development of critical analysis skills in such areas as research design, reliability, validity, trustworthiness, ethics, instrument selection, and report writing will be facilitated. The Institutional Review Board process will be included.

| Course Student Learning Outcomes | Evaluation Methods |
|--|---------------------------------------|
| 1. Demonstrate how independent (therapy intervention) and dependent (outcome) variables can be measured in occupational therapy research. | Exams Statement of Research |
| 2. Explain and diagram research designs via research notation. | Exams Statement of Research |
| 3. Identify research priorities in the varied practice areas of the OT profession. | Exams |
| 4. Discuss the benefits of research and evidence-based practice to the profession, including contributions to theory development, advancing the profession and protecting consumers. (ACOTE 2018 Standard B 2.2) | Exams Journal Club Facilitation |
| 5. Identify nominal, ordinal, interval, and ratio data in occupational therapy studies. | Exams |

| | |
|---|--|
| | Mini Statistical Data Analysis |
| 6. Evaluate research designs and studies from both qualitative and qualitative approaches to assess methodology, levels of evidence, validity, reliability and trustworthiness. (ACOTE 2018 Standard B 6.1) | Exams |
| 7. Identify the components of University IRB applications, and develop a complete IRB application/protocol for a research project, including informed consent. | Exams IRB Completion |
| 8. Analyze qualitative data via case description, thematic analysis, and item by item content analysis. (ACOTE 2018 Standard B 1.4) | Exams |
| 9. Analyze quantitative data statistically via SPSS/Excel using both descriptive statistics (frequency counts, percentages, means, medians, modes) and inferential statistics (including t tests, chi-square tests, and correlation coefficients.) ACOTE 2018 Standard B 1.4) | Exams |
| 10. Critique options for locating and securing grant funding for scholarly activities and program development | Exams |
| 11. Apply ethical guidelines in accordance with the AOTA Code of Ethics and the Office of Human Research Protections (OHRP) in all research activities. | Exams Human Subjects Certificate Informed Consent IRB Completion |
| 12. Synthesize research information in a professional manner and convey a summary of findings in an integrative, clear and concise manner. | Literature Review |
| 13. Develop components of a research proposal and complete aspects of the data collection, analysis and summary process. | Statement of Research. Data Collection Assignment Data Analysis Assignment |
| 14. Present outcomes data visually via charts, graphs, and figures. | Exams |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 6 Demonstrate the ability to effectively advance the goals of programs, organizations and individuals by serving as an interprofessional clinician, leader, researcher manager, supervisor, consultant and advocate. | |
| Program Outcome 7 Design and implement programs and educational experiences, incorporating an understanding of needs assessment, program management, curricular goals, teaching learning strategies, and program evaluation and revision practices. | |
| Program Outcome 9 Synthesize in-depth knowledge in a focused area (ie; clinical practice skills, research skills, administration, leadership, program and policy development, | |

advocacy, education, or theory development) through the design and completion of a doctoral capstone and experience.

Program Outcome 10 Develop competencies in knowledge translation to design client centered and occupation-based community programming, administered in therapeutic relationships, to address community needs, including the PeeDee region.

Teaching/Learning Strategies:

Teaching strategies will consist of voice-over lecture and podcasts, discussions, group work, presentations, written assignments, tests, and computer-assisted instructions.

Required Textbooks

Taylor, R. R. (2017). *Kielhofner's Research in Occupational Therapy* (2nd ed.). Philadelphia: F. A. Davis. (ISBN- 13: 978-0-8036-4037-5

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

American Psychological Association. (2007). *APA Style Guide to Electronic References*. Washington DC: Author.

Required Articles

Boslego, L.A.W, Munterfering Phillips. C.E, Adler, K.E., Tracy, B. L., Puymbroeck, M.V., Schmid, A.A. (2017). Impact of yoga on balance, balance confidence and occupational performance for adults with diabetic peripheral neuropathy: A pilot study, *British Journal of Occupational Therapy*, 80(3), 155–162.

Marshall, A., Myers, C., & Pierce, D. (2017). Centennial Topics—A century of therapeutic use of the physical environment. *American Journal of Occupational Therapy*, 71, 7101100030. <https://doi.org/10.5014/ajot.2017.023960>

Martin, R. A., Graham, F. P., Taylor, W. J., & Levack, W. M. M. (2017). Mechanisms of Change for Children Participating in Therapeutic Horse Riding A Grounded Theory, *Physical & Occupational Therapy in Pediatrics*, DOI: 10.1080/01942638.2017.1400492

Narain, N., Liu, W. N., Mahmood, Z., & Duncan, A. (2017). Women's Perspectives Related to Occupational Performance Following Participation in Substance Use Recovery Programs, *Occupational Therapy in Mental Health*, DOI: 10.1080/0164212X.2017.1395309

Patterson, F., Fleming, J., Doig, E., & Griffin, J. 2017. Participant evaluation of an inpatient occupational therapy groups programme in brain injury rehabilitation, *Australian Occupational Therapy Journal*, 64, 408–418. doi: 10.1111/1440-1630.12392

Methods of Evaluation:

In order to progress in the OT program, the student must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog, current edition*).

Classroom Evaluation Methods:

| Assignments | Percent |
|--|----------------|
| Human Subjects Protection Educational Certificate | 5 |
| Midterm and Final @ 15% each | 30 |
| Brief Literature Review (Linked to Statement of Research) | 15 |
| Data Collection Instruments Quantitative Research Survey Design and post a 10- 15 question quantitative research survey that can be taken by your classmates which utilizes Likert scale, rank order, or other numerical data. Include items for demographic information. | 10 |
| Mini Statistical Data Analysis Code your data from your class survey, enter it into SPSS or another statistical software program. Include output for results for relevant demographic information, descriptive statistics, and at least one correlation or t-test. Summarize these data results in written and graphic form in a 3 page paper, and on a 3 slide PPT to share with your classmates. | 10 |
| Statement of Research Include design, significance, purpose/hypothesis, subject/participant sample, recruitment plan, inclusion and exclusion criteria, and recruitment flyer. | 10 |
| Informed Consent Form | 10 |
| Completed IRB Protocol | 10 |
| Journal Club Facilitation | 10 |

Classroom Grading Scale:

| Alphabetic | Raw Score |
|-------------------|------------------|
| A | 93-100 |
| B+ | 89-92 |
| B | 85-88 |
| C+ | 81-84 |
| C | 77-80 |
| F | 76 or below |

Rounding:

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

ACADEMIC INFORMATION**Attendance Policy:**

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than fifteen percent (15%) of required sessions during accelerated semesters, a grade of “F” or “W” will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

Online participation is necessary for any courses offered online.

Test Taking Guidelines:

Before each quiz/test/exam students will:

- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic zero “0”.
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

Written Paper Requirements:

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learn System unless instructed otherwise.

E-mail:

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

Phone Usage and Messaging:

Students are only to call preceptors for an emergency clinical situation. Faculty will not use verbal phone conversations or texting to discuss any issues with students. Contacting faculty (other than an emergency clinical issue) must be done by email.

Social Networking Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and/or pictures about the FMU OT program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy:

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University’s Title IX Coordinator (titleixcoordinator@fmarion.edu)

Student Responsibilities:

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, and the *University Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting

all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Americans with Disabilities Act (ADA):

If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center. Accommodations will be made with proper documentation from the University Counseling and Testing Center. The student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the student would like to use the accommodations. If at any time during the semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Grievance Procedure:

The Department of Occupational Therapy adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the OT program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*.

Guidelines for Faculty Appointments:

All faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible, the student may request the faculty to meet at another time.

Academic Dishonesty:

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Code of Ethics:

The School of Health Sciences subscribes to the "Code of Student Conduct" as defined in the "Students' Rights and Responsibilities" section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the OT profession.

HIPAA:

The Francis Marion University Occupational Therapy Program is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is important to remember to be compliant with the HIPAA rules in class as well as in clinic.

Definition of Unprofessional Behavior:

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior:

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences' student towards another student, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic advisor. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Department Chair and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

****All academic warnings are cumulative throughout the program.**

Clinical Requirements:

Maintaining current certification is the sole responsibility of the student. If you have not presented a copy of your current AHA: BLS-HCP card to the Clinical Coordinator by the required deadline, you will not be permitted to attend classes and/or clinical and this will be

considered an absence. Any questions or concerns about this policy should be addressed to the Clinical Coordinator.

Computer Use:

Because computers are an essential learning tool, every student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)
- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable. All devices must have at least a 90-minute battery capacity when fully charged, since some classrooms do not provide individual electrical outlets for students. Personal handheld devices are recommended that can download eBooks for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

CONTENT INFORMATION

Topical Outline:

| Week | Content | Resources | Evaluation |
|------|---|--|---------------------------------------|
| 1 | Classification and Aims of Research Philosophical Foundations of Research Professional Responsibility and Roles in Research | Taylor, Chapters 2, 3, 7 <u>Journal Club</u> : Marshall, A., Myers, C., & Pierce, D. (2017). | |
| 2 | Steps in the Research Process and Characteristics of Sound Research Selecting the Research Des | Taylor, Chapters 9, 12 | Human Subjects Protection Certificate |
| 3 | Descriptive Research Survey Research Correlational Research Experimental Research Quasi- Experimental Research Research Notation | Taylor, Chapters 20, 26, 27 <u>Journal Club</u> : Patterson, F., Fleming, J., Doig, E., & Griffin, J. 2017. | |
| 4 | Experimental Research Quasi- Experimental Research Research Notation | Taylor, Chapters 26, 27 | Brief Literature Review Due |
| 5 | EBP in OT Appraising and Classifying | Taylor Chapters 1, 5 | |
| 6 | EBP in OT Managing Barriers | Taylor Chapters 6, 35 | |

| | | | |
|----|--|---|-----------------------------------|
| | Creating Outcomes Research for EBP | | |
| 7 | Midterm Writing the Research Proposal | Taylor Chapter 13 | Midterm |
| 8 | Quantitative Data Collection Instruments Data Analysis Meta-Analysis | Taylor Chapters 21, 22, 24 Journal Club: Boslego, et al (2017) | |
| 9 | Qualitative Research Data Collection and Analysis | Taylor Chapters 16, 17, 18, 19 Journal Club: Narain, et al (2017). | Data Collection Instrument Due |
| 10 | Conducting a Literature Review Generating Research Questions, and Defining Specific aims and Hypotheses | Taylor Chapter 10, 11 | |
| 11 | Meta-analysis | Journal Club: Martin, et al. 2017 | Mini Statistical Analysis Due |
| 12 | Collecting Quantitative Data | Taylor Chapter 25 | |
| 13 | Entering, Storing, and Managing Data SPSS | Taylor Chapter 23, 32 | Statement of Research Due |
| 14 | Sharing Course Assignments | | |
| 15 | Wrap Up, Review | | |

| Annotated Bibliography Grading Rubric | | | |
|--|-----------------------|-----------------------|-------------------------|
| | Below Expectations | Meets Expectations | Exceeds Expectations |
| Chooses five relevant articles on a topic of interest, at least one from an international publication. Includes methods, key words, databased used to find articles. | 0-12 | 15-17 | 18-20 |
| Uses paraphrasing to weave together common characteristics and findings, highlight significant variation, and summarize collective analysis of the 5 article. | 0-55 | 58-65 | 65-70 |

| | | | |
|---|-----|-----|------|
| Grammar, spelling and APA use is scholarly. | 0-6 | 7-8 | 9-10 |
|---|-----|-----|------|

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: Occupational Therapy/School of Health Sciences Date 1/12/2021

Course No. or Level: OT 652 Title: Health Outcomes Research Applications

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites OT 651 Co-Requisites _____

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Dittling

Provost's Signature Pete King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 652 Health Outcomes Research Applications (3) This course focuses on the analysis, summary, and dissemination of data supporting scholarly research and clinical outcomes. Current practices in health literacy and knowledge translation are applied to the development of professional and clinical presentations and publications.

Purpose:

1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

Teaching method planned:

Teaching strategies will consist of voice-over lecture, discussions, group work, presentations, written assignments, tests, and panel presentations.

Textbook and/or materials planned (including electronic/multimedia):

Required Texts

Kane, R. L., and Radosevich, D. M. (2011). *Conducting Health Outcomes Research*, Jones and Bartlett Learning, Sudbury, MA. ISBN-13: 978-0-7637-8677-9 or ISBN-10: 7637-8677-2.

Required Articles

Abu-Awad, Y., Unsworth, C.A, Coulson, M., Sarigiannis, M (2014) Using the Australian Therapy Outcome Measures for Occupational Therapy (AusTOMs-OT) to measure client participation outcomes. *British Journal of Occupational Therapy*, 77(2), 44–49.

Cimarolli, V. R., Morse, A. R., Horowitz, A., & Reinhardt, J. P. (2012). Impact of vision impairment on intensity of occupational therapy utilization and outcomes in subacute rehabilitation. *American Journal of Occupational Therapy*, 66, 215–223.
<http://dx.doi.org/10.5014/ajot.2012.003244>

Dunford C., Bannigan K., Wales L. (2013). Measuring activity and participation outcomes for children and youth with acquired brain injury: An occupational therapy perspective. *British Journal of Occupational Therapy*, 76(2), 67-76.

Kessler D. & Egan M. (2012). A review of measures to evaluate participation outcomes post-stroke. *British Journal of Occupational Therapy*, 75(9), 403-411.

Maitra, K., Hall, C., Kalish, T., Anderson, M., Dugan, E., Rehak, J., et al. (2010). Research Scholars Initiative— Five-year retrospective study of inpatient occupational therapy outcomes for patients with multiple sclerosis. *American Journal of Occupational Therapy*, 64, 689–694. doi: 5014/ajot.2010.090204

Martín-Martín, I.M., Valenza-Demet, G., Jiménez-Moleón, J.J., Cabrera-Martos, I., Revelles-Moyano, F.J., & Valenza, M.C. (2014). Effect of occupational therapy on functional and emotional outcomes after hip fracture treatment: A randomized controlled trial. *Clinical Rehabilitation*, 28(6) 541– 551.

Mu, K., Coppard, B. M., Bracciano, A. G., & Bradberry, J. C. (2014). Conference Proceedings Comparison of on-campus and hybrid student outcomes in occupational therapy doctoral education. *American Journal of Occupational Therapy*, 68, S51–S56.
<http://dx.doi.org/10.5014/ajot.2014.685S02>

Ottenbacher, K.J., & Cusick, A. (1990). Goal Attainment Scaling as a Method of Clinical Service Evaluation. *American Journal of Occupational Therapy*, 44, 519-525.
doi:10.5014/ajot.44.6.519

O'Brien, L., Bynon, S., Morarty, J., & Presnell, S. (2012). Improving older trauma patients' outcomes through targeted occupational therapy and functional conditioning. *American Journal of Occupational Therapy*, 66, 431–437.
<http://dx.doi.org/10.5014/ajot.2012.003137>

Poona, M.Y.C., Andrew M.H. Siub, A.M.H, _ and Ming, S.Y. (2010). Outcome analysis of

Course Content:

This course focuses on the analysis, summary, and dissemination of data supporting scholarly research and clinical outcomes. Current practices in health literacy and knowledge translation are applied to the development of professional and clinical presentations and publications.

| Course Student Learning Outcomes | Evaluation Methods |
|--|---|
| 1. Evaluate levels of evidence for varied health outcome studies. (2018 ACOTE Standard B 6.1) | Levels of Evidence for Outcome Studies Paper |
| 2. Discuss application of health outcomes research and the benefits it provides to research, policy, continuous quality improvement and the profession. | Comprehensive Health Outcomes Program Design Team Project |
| 3. Design an outcomes assessment plan based on a programmatic, departmental or organizational case study including clinical factors, client factors, interventions, and outcomes. (2018 ACOTE Standard B 6.2) | Comprehensive Health Outcomes Program Design Team Project |
| 4. Locate and justify a generic health outcome measure that is applicable for an occupational therapy outcome study. (2018 ACOTE Standard B 1.4) | Comprehensive Health Outcomes Program Design Team Project |
| 5. Locate and justify a condition-specific health outcome measure and modify or supplement it for use in an occupational therapy outcome study. (2018 ACOTE Standard B 6.2) | Comprehensive Health Outcomes Program Design Team Project |
| 6. Select the epidemiological factors, such as demographic, psychological, and socioeconomic variables that are most appropriate for consideration for a given occupational therapy setting and outcome study. (2018 ACOTE Standard B 6.2) | Comprehensive Health Outcomes Program Design Team Project |
| 7. Incorporate key dimensions of client /caregiver satisfaction and develop a satisfaction assessment. (2018 ACOTE Standard B 4.6) | Comprehensive Health Outcomes Program Design Team Project |
| 8. Design a retrospective outcomes research investigation for an OT program which reviews past records to gather client demographic/social/psychological data, OT intervention provided, and outcomes achieved. (2018 ACOTE Standard B 4.6, B 6.2) | Comprehensive Health Outcomes Program Design Team Project |

| | |
|--|---|
| 9. Design an outcome survey which measures client or parent self-reported perception of outcomes achieved from a therapy program. (2018 ACOTE Standard B 4.6, B 6.2) | Comprehensive Health Outcomes Program Design Team Project |
| 10. Compare and contrast the IRB process across educational, health care and community-based settings | Class Discussions |
| 11. Analyze qualitative clinical outcomes data via case description, thematic analysis, and item by item content analysis. (2018 ACOTE Standard B 1.4, B 4.7, B 6.2) | Data Analysis and Presentation Project |
| 12. Analyze quantitative clinical outcomes statistically via SPSS/Excel using both descriptive statistics (frequency counts, percentages, means, medians, modes) and inferential statistics (including t tests, chi-square tests, and correlation coefficients.) (2018 ACOTE Standard B 1.4, B 4.7, B 6.2) | Data Analysis and Presentation Project |
| 13. Present outcomes data visually via charts, graphs, and figures. (2018 ACOTE Standard B 1.4, B 6.2) | Data Analysis and Presentation Project |
| 14. Utilize outcomes data to direct changes in strategic planning, program discontinuation or development, staff development, or to support funding and grant acquisition. (ACOTE 2018 Standard B 6.4, B 7.4) | Data Analysis and Presentation Project |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 3 Be prepared to select and apply evidence-based evaluations and interventions, founded in theory and articulated to individuals utilizing principles of health literacy to achieve expected outcomes related to occupation | |
| Program Outcome 5 Demonstrate actions that reflect respect for diversity, ethical standards and individual agency and autonomy in each professional, interprofessional and therapeutic relationship | |
| Program Outcome 6 Demonstrate the ability to effectively advance the goals of programs, organizations and individuals by serving as an interprofessional colleague, leader, manager, supervisor, consultant and advocate. | |
| Program Outcome 8 Be proficient in evaluating designing, applying and translating scholarly research and knowledge to support occupational therapy practice and serve as a foundation for professional development and lifelong learning. | |
| Program Outcome 9 Synthesize in-depth knowledge in a focused areas (ie; clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development) through the design and completion of a doctoral capstone and experience. | |
| Program Outcome 10 Develop competencies in knowledge translation to design client centered and occupation-based community programming, administered in therapeutic relationships, to address community needs, including the PeeDee region. | |

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Health Outcomes Research Applications
Course Number: OT 652
Credit Hours: 3
Semester: Fall Year 2

Pre-requisites: OT 651
Co-requisites:

Course Coordinator: TBD
Office Number:
Office Phone:
E-mail:
Office hours:

Course Description: This course focuses on the analysis, summary, and dissemination of data supporting scholarly research and clinical outcomes. Current practices in health literacy and knowledge translation are applied to the development of professional and clinical presentations and publications.

| Course Student Learning Outcomes | Evaluation Methods |
|---|---|
| 1. Evaluate levels of evidence for varied health outcome studies. (2018 ACOTE Standard B 6.1) | Levels of Evidence for Outcome Studies Paper |
| 2. Discuss application of health outcomes research and the benefits it provides to research, policy, continuous quality improvement and the profession. | Comprehensive Health Outcomes Program Design Team Project |
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| | |
|---|---|
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| 5. Locate and justify a condition-specific health outcome measure and modify or supplement it for use in an occupational therapy outcome study. (2018 ACOTE Standard B 6.2) | Comprehensive Health Outcomes Program Design Team Project |
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| Program Outcome 9 Synthesize in-depth knowledge in a focused areas (ie; clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development) through the design and completion of a doctoral capstone and experience. | |
| Program Outcome 10 Develop competencies in knowledge translation to design client centered and occupation-based community programming, administered in therapeutic relationships, to address community needs, including the PeeDee region. | |

Teaching/Learning Strategies:

Teaching strategies will consist of voice-over lecture, discussions, group work, presentations, written assignments, tests, and panel presentations.

Required Texts

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Required Articles

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<http://dx.doi.org/10.5014/ajot.2012.003244>

- Dunford C., Bannigan K., Wales L. (2013). Measuring activity and participation outcomes for children and youth with acquired brain injury: An occupational therapy perspective. *British Journal of Occupational Therapy*, 76(2), 67-76.
- Kessler D. & Egan M. (2012). A review of measures to evaluate participation outcomes post-stroke. *British Journal of Occupational Therapy*, 75(9), 403-411.
- Maitra, K., Hall, C., Kalish, T., Anderson, M., Dugan, E., Rehak, J., et al. (2010). Research Scholars Initiative— Five-year retrospective study of inpatient occupational therapy outcomes for patients with multiple sclerosis. *American Journal of Occupational Therapy*, 64, 689–694. doi: 5014/ajot.2010.090204
- Martín-Martín, I.M., Valenza-Demet, G., Jiménez-Moleón, J.J., Cabrera-Martos, I., Revelles-Moyano, F.J., & Valenza, M.C. (2014). Effect of occupational therapy on functional and emotional outcomes after hip fracture treatment: A randomized controlled trial. *Clinical Rehabilitation*, 28(6) 541– 551.
- Mu, K., Coppard, B. M., Bracciano, A. G., & Bradberry, J. C. (2014). Conference Proceedings Comparison of on-campus and hybrid student outcomes in occupational therapy doctoral education. *American Journal of Occupational Therapy*, 68, S51–S56.
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Classroom Grading Scale:

| Alphabetic | Raw Score |
|-------------------|------------------|
| A | 93-100 |
| B+ | 89-92 |
| B | 85-88 |
| C+ | 81-84 |
| C | 77-80 |
| F | 76 or below |

Rounding:

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

Methods of Evaluation:

In order to progress in the OT program, the student must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog, current edition*).

Classroom Evaluation Methods:

| Assignments | Percent |
|--|---------|
| Comprehensive Health Outcomes Program Design Team Project In groups of 2-3, students will design a comprehensive program outcomes plan based on a case study of a program, department or organization. Case studies will be developed in class. Selecting a Generic Health Outcome Measure, Selecting a Condition Specific Health Outcome Measure, The plan will include sections on 1) Designing an Outcomes Matrix (including an annual calendar of data collection, analysis and application, 2) Identifying epidemiological factors that maybe impactful for consideration, 3) developing a patient satisfaction or client perception tool, and 4) designing a retrospective analysis component. | 60 |
| Levels of Evidence for Outcome Studies Paper Students will select three health outcomes research studies related to occupational therapy, and evaluate the level of evidence of each study. | 20 |
| Data Analysis and Presentation Project Students will be presented with data from an occupational therapy department outcomes measure. This assignment requires the student to analyze, interpret and present the data in a one- page written format, and 5-minute audio recorded PPT presentation to administration for advocate for program closure, revision, or continuation with increased funding. | 20 |

ACADEMIC INFORMATION

Attendance Policy:

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This is a professional course, thus proficiency in English grammar is an expectation.

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Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

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- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior

- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

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Unprofessional or disruptive behavior demonstrated by a School of Health Sciences' student towards another student, patient, faculty, or staff will be managed as follows:

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Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

CONTENT INFORMATION**Topical Outline:**

| Week | Content | Resources | Evaluation |
|------|--|---|--|
| 1 | Introduction to course. Review of syllabus. Introduction to Outcomes Research Research Models | Kane & Radosevich Chapters 1, 2 | |
| 2 | Outcome Study Designs Strategic Questions in Selecting Measures | Kane & Radosevich Chapters 3, pages 61-80 | |
| 3 | Generic Health Outcome Measures | Kane & Radosevich Chapter 5 | |
| 4 | Health Related Quality of Life | Kane & Radosevich Chapter 6 | |
| 5 | Condition Specific Health Outcome Measures | Kane & Radosevich Chapters 7 | Levels of Evidence for Outcome Studies Paper Due |
| 6 | Satisfaction with Care | Kane & Radosevich Chapter 8 | |
| 7 | Epidemiological Factors | Kane & Radosevich Chapter 9 | |
| 8 | Methods for Collecting Health Outcomes Data | Kane & Radosevich Chapters 12 | |
| 9 | Treatment and Risk Adjustment | Kane & Radosevich Chapter 10, 11 | |
| 10 | Analysis and Visual Display of Health Outcomes Data | Kane & Radosevich Chapters 13, 14 | Data Analysis and Presentation Projects Due |
| 11 | Team Working Groups | | |
| 12 | Panel of OT Administrators | | |
| 13 | Team Working Groups | | |
| 14 | Sharing of Outcome Plans | | Comprehensive Health Outcomes |

| | | | |
|----|-----------------|--|------------------------------------|
| | | | Program Design Team Project Due |
| 15 | Wrap Up, Review | | |

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: Occupational Therapy/School of Health Sciences Date 1/12/2021

Course No. or Level: OT 700 Title: Doctoral Capstone need Assessment and Sustematic Review

Semester hours 2 Clock hours: Lecture 2 Laboratory _____

Prerequisites OT 505, OT 651 Co-Requisites _____

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Sittings

Provost's Signature Pete King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 700 Doctoral Capstone Needs Assessment and Systematic Review (2) This course process will facilitate the completion of a systematic review and needs assessment to support a capstone project that aligns with the curriculum design and coincides with an experiential component that provides an in-depth experience in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

- Purpose:
1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
 2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

Teaching method planned:

Teaching strategies will consist of discussions, group work, written assignments, tests, and pre- and post-conferences.

Textbook and/or materials planned (including electronic/multimedia):

Required Textbook

Deluliis, E. D., & Bednarski, J. A. (2020). *The entry level occupational therapy doctorate capstone: A framework for the experience and project*. Thorofare, NJ: SLACK Incorporated.

Higgins, J. P. (2020). *Cochrane handbook for systematic reviews of interventions*. Hoboken, NJ: Wiley-Blackwell.

Course Content:

This course process will facilitate the completion of a systematic review and needs assessment to support a capstone project that aligns with the curriculum design and coincides with an experiential component that provides an in-depth experience in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

| Course Student Learning Outcomes | Methods of Evaluation |
|--|--------------------------------------|
| 1. Compile results of a needs assessment to address an issue related to occupational therapy practice that focuses on improving occupational performance for individuals, groups or populations. | Broad and Focused Topic |
| 2. Evaluate, design, apply and evaluate scholarly research and knowledge to support a focused issue in the area of occupational therapy practice within clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development | Search Strategy Systematic Review |
| 3. Complete a scholarly systematic review of the literature that may serve to inform a doctoral capstone project and experience. | Search Strategy Systematic Review |

| Program Learning Outcomes Related to Course Content |
|---|
| Program Outcome 7. Design and implement programs and educational experiences, incorporating an understanding of needs assessment, program management, curricular goals, teaching learning strategies, and program evaluation and revision practices. |
| Program Outcome 8. Be proficient in evaluating designing, applying and translating scholarly research and knowledge to support occupational therapy practice and serve as a foundation for professional development and lifelong learning. |

Program Outcome 10. Develop competencies in knowledge translation to design client centered and occupation-based community programming, administered in therapeutic relationships, to address community needs, including the PeeDee region.

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Doctoral Capstone Needs Assessment and Systematic Review
Course Number: OT 700
Credit Hours: 2
Semester: Fall Year 2

Pre-requisites: OT 514, OT 651
Co-requisites:

Course Coordinator: TBD
Office Number:
Office Phone:
E-mail:
Office hours:

Course Description: This course process will facilitate the completion of a systematic review and needs assessment to support a capstone project that aligns with the curriculum design and coincides with an experiential component that provides an in-depth experience in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

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Teaching/Learning Strategies

Teaching strategies will consist of discussions, group work, written assignments, tests, and pre- and post-conferences.

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Methods of Evaluation:

In order to progress in the OT program, the student must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog, current edition*).

Classroom Evaluation Methods:

| Assignments | Percent |
|---|----------------|
| Broad and Focused Topic Includes needs assessment | 10 |
| Search Strategy | 10 |
| Systematic Review | 80 |

Classroom Grading Scale:

| Alphabetic | Raw Score |
|-------------------|------------------|
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CONTENT INFORMATION

Topical Outline:

| Week | Content | Resources | Evaluation |
|------|--|--|-----------------------------|
| 1 | Roles, Responsibilities, and Expectations for the Capstone Understanding the ACOTE Areas of Focus for the Capstone Overview of the Systematic Review | Deluliis & Bednarski (2020) Chapters 1, 2, 3 | |
| 2 | Faculty Advisors Panel | | |
| 3 | Collaborative Group Work: Making Decisions | | |
| 4 | Starting a Review Determining Criteria | Higgins (2020) Chapters 1-3 | Broad and Focused Topic Due |
| 5 | Searching and Selecting Collecting Data Search Measures | Higgins (2020) Chapters 4-6 | |
| 6 | Library Week | | |
| 7 | Collaborative Group Work | | |
| 8 | Updates with Faculty Mentors and AFWC | | |
| 9 | Considering Bias and Assessing Risk | Higgins (2020) Chapters 7, 8, 13 | |
| 10 | Collaborative Group Work | | |
| 11 | Preparing for Synthesis Undertaking Meta-Analysis | Higgins (2020) Chapters 9-11 | |
| 12 | Collaborative Group Work | | Search Plan Due |
| 10 | Synthesizing and Presenting Findings | Higgins (2020) Chapter 12 | |
| 11 | Collaborative Group Work | | |
| 12 | Completing Tables and Grading Certainty | Higgins (2020) Chapter 14 | |
| 13 | Collaborative Group Work | | |
| 12 | Interpreting Results and Drawing Conclusions | Higgins (2020) | |
| 13 | Collaborative Group Work | | |
| 14 | Presentations of Matrixes | | Systematic Review Due |
| 15 | Review | | |

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: Occupational Therapy/School of Health Sciences Date 1/12/2021

Course No. or Level: OT 701 Title: Capstone Proposal and Defense Seminar

Semester hours 2 Clock hours: Lecture 2 Laboratory _____

Prerequisites OT 700 Co-Requisites _____

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Dittling

Provost's Signature Pete King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 701 Capstone Proposal and Defense Seminar (2) This course assists the student in developing an evidence-based, outcome-oriented capstone proposal that reflects the unique goals of their project and coincides with the curriculum design and needs of the particular setting where the project will be carried out. A capstone proposal defense attended by faculty and external mentors will be a primary outcome of this course.

- Purpose:
1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
 2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

Teaching method planned:

Teaching strategies will consist of discussions, group work, written assignments, tests, and pre- and post-conferences.

Textbook and/or materials planned (including electronic/multimedia):

Required Textbook

Deluliis, E. D., & Bednarski, J. A. (2020). *The entry level occupational therapy doctorate capstone: A framework for the experience and project*. Thorofare, NJ: SLACK Incorporated.

Course Content:

This course assists the student in developing an evidence-based, outcome-oriented capstone proposal that reflects the unique goals of their project and coincides with the curriculum design and needs of the particular setting where the project will be carried out. A capstone proposal defense attended by faculty and external mentors will be a primary outcome of this course.

| Course Student Learning Outcomes | Methods of Evaluation |
|---|-----------------------|
| 1. Articulate a problem statement or thesis that outlines the depth and breadth and guides the development of an individualized capstone project. (AOTE 2018 Standard D 1.2) | Capstone Plan |
| 2. Produce a critical argument for how the capstone will a) contribute to the knowledge base, practice or professional ventures of occupational therapy and b) facilitate the development of a focused area of knowledge and skills that exceeds the expectations of entry level practice. (AOTE 2018 Standard D 1.0) | Capstone Plan |
| 3. Critically analyze the literature and other evidence to support the significance and proposed procedures of the capstone project. (AOTE 2018 Standard D 1.3) | Capstone Plan |
| 4. Collaborate with the capstone coordinator and faculty mentor to identify a proposed site for the 14-week capstone experience. | Meeting Minutes |
| 5. Integrate both evidence and theory to develop a needs assessment, goals, measurable objectives, a timeline for implementation and plan for evaluation as components of the capstone plan. | Capstone Plan |
| 6. Identify objectives for the capstone project, which should take place within the first 7 weeks of the 14-week experience, as well as individualized objectives for the comprehensive 14-week experience with the capstone team, including the input of the site mentor. (AOTE 2018 Standard D 1.2, D 1.3) | Capstone Plan |
| 7. Consider inclusion of opportunities for interprofessional collaboration, complementary roles of the OT and OTA, and leadership development within the capstone plan, as appropriate to the project. | Capstone Plan |

| | |
|---|---------------|
| 8. Evaluate and select outcomes measures that will best reflect goals and assess program quality. (AOTE 2018 Standard D 1.7) | Capstone Plan |
| 9. Demonstrate knowledge and application of relevant advocacy, public policy, funding and ethical issues throughout the capstone plan | Capstone Plan |
| 10. Critically consider how elements of the FMU occupational therapy doctoral curricular themes can be applied to the capstone project. (AOTE 2018 Standard D 1.1) | Capstone Plan |
| 11. Develop a timeline for completing and submitting IRB documentation as required by the project. | Capstone Plan |
| 12. Collaborate with the faculty mentor, capstone coordinator and site mentor with professionalism and initiative. | Capstone Plan |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 7. Design and implement programs and educational experiences, incorporating an understanding of needs assessment, program management, curricular goals, teaching learning strategies, and program evaluation and revision practices. | |
| Program Outcome 8. Be proficient in evaluating designing, applying and translating scholarly research and knowledge to support occupational therapy practice and serve as a foundation for professional development and lifelong learning. | |
| Program Outcome 10. Develop competencies in knowledge translation to design client centered and occupation-based community programming, administered in therapeutic relationships, to address community needs, including the PeeDee region. | |

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Capstone Proposal and Defense Seminar
Course Number: OT 701
Credit Hours: 2
Semester: Fall Year 3

Pre-requisites: OT 700

Co-requisites:

Course Coordinator: TBD

Office Number:

Office Phone:

E-mail:

Office hours:

Course Description: This course assists the student in developing an evidence-based, outcome-oriented capstone proposal that reflects the unique goals of their project and coincides with the curriculum design and needs of the particular setting where the project will be carried out. A capstone proposal defense attended by faculty and external mentors will be a primary outcome of this course.

| Course Student Learning Outcomes | Methods of Evaluation |
|---|-----------------------|
| 1. Articulate a problem statement or thesis that outlines the depth and breadth and guides the development of an individualized capstone project. (AOTE 2018 Standard D 1.2) | Capstone Plan |
| 2. Produce a critical argument for how the capstone will a) contribute to the knowledge base, practice or professional ventures of occupational therapy and b) facilitate the development of a focused area of knowledge and skills that exceeds the expectations of entry level practice. (AOTE 2018 Standard D 1.0) | Capstone Plan |
| 3. Critically analyze the literature and other evidence to support the significance and proposed procedures of the capstone project. (AOTE 2018 Standard D 1.3) | Capstone Plan |

| | |
|--|-----------------|
| 4. Collaborate with the capstone coordinator and faculty mentor to identify a proposed site for the 14-week capstone experience. | Meeting Minutes |
| 5. Integrate both evidence and theory to develop a needs assessment, goals, measurable objectives, a timeline for implementation and plan for evaluation as components of the capstone plan. | Capstone Plan |
| 6. Identify objectives for the capstone project, which should take place within the first 7 weeks of the 14-week experience, as well as individualized objectives for the comprehensive 14-week experience with the capstone team, including the input of the site mentor. (AOTE 2018 Standard D 1.2, D 1.3) | Capstone Plan |
| 7. Consider inclusion of opportunities for interprofessional collaboration, complementary roles of the OT and OTA, and leadership development within the capstone plan, as appropriate to the project. | Capstone Plan |
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| Program Outcome 10. Develop competencies in knowledge translation to design client centered and occupation-based community programming, administered in therapeutic relationships, to address community needs, including the PeeDee region. | |

Teaching/Learning Strategies

Teaching strategies will consist of discussions, group work, written assignments, tests, and pre- and post-conferences.

Required Textbook

Deluliis, E. D., & Bednarski, J. A. (2020). *The entry level occupational therapy doctorate capstone: A framework for the experience and project*. Thorofare, NJ: SLACK Incorporated.

Methods of Evaluation:

In order to progress in the OT program, the student must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog, current edition*).

Classroom Evaluation Methods:

| Assignments | Percent |
|--|---------|
| Capstone Plan The Capstone Plan will include all elements to guide the 14-week capstone experience and the integrated capstone project. The capstone project must be completed by midterm of the 14 week doctoral experience, unless approval for an extension has been obtained from the Doctoral Capstone Coordinator (DCC). | 80 |
| Meeting Minutes The student is responsible for scheduling, organizing, providing an agenda and leading each meeting with the DCC and potential Site Mentors or Community Partners that fall outside of class time. If a meeting is held during class time about an individual student experience, the student should also document minutes of that time. | 10 |
| Development of e- Portfolio Site An e-portfolio site will be used as the repository for all documents related to the Doctoral Capstone and the Doctoral Capstone experience. The student is responsible for submitting all assignments and required documents to this site. Access must be granted to the Doctoral Capstone Coordinator and the FMU Faculty Mentor up to graduation. | 10 |

Classroom Grading Scale:

| Alphabetic | Raw Score |
|------------|-------------|
| A | 93-100 |
| B+ | 89-92 |
| B | 85-88 |
| C+ | 81-84 |
| C | 77-80 |
| F | 76 or below |

Rounding:

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

ACADEMIC INFORMATION**Attendance Policy:**

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than fifteen percent (15%) of required sessions during accelerated semesters, a grade of "F" or "W" will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

Online participation is necessary for any courses offered online.

Test Taking Guidelines:

Before each quiz/test/exam students will:

- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic zero "0".
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

Written Paper Requirements:

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learn System unless instructed otherwise.

E-mail:

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states "please address this email in a professional manner." Each email should address one issue.

Social Networking Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and/or pictures about the FMU OT program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy:

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University's Title IX Coordinator (titleixcoordinator@fmarion.edu)

Student Responsibilities:

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, and the *University Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Americans with Disabilities Act (ADA):

If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center. Accommodations will be made with proper documentation from the University Counseling and Testing Center. The student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the student would like to use the accommodations. If at any time during the semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Grievance Procedure:

The Department of Occupational Therapy adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and

problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the OT program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*.

Guidelines for Faculty Appointments:

All faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible, the student may request the faculty to meet at another time.

Academic Dishonesty:

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Code of Ethics:

The School of Health Sciences subscribes to the “Code of Student Conduct” as defined in the “Students’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the OT profession.

HIPAA:

The Francis Marion University Occupational Therapy Program is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is important to remember to be compliant with the HIPAA rules in class as well as in clinic.

Definition of Unprofessional Behavior:

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences

- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior:

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences' student towards another student, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic advisor. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Department Chair and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

****All academic warnings are cumulative throughout the program.**

Computer Use:

Because computers are an essential learning tool, every student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)
- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable. All devices must have at least a 90-minute battery capacity when fully charged, since some classrooms do not provide individual electrical outlets for students. Personal handheld devices are recommended that can download eBooks for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

CONTENT INFORMATION

Topical Outline:

| Week | Content | Evaluation |
|------|---|---|
| 1 | Introduction to Seminar, Review of Requirements with Doctoral Capstone Coordinator and Faculty Mentors | |
| 2 | Panel with Selected Potential Site Mentors: Reviewing and Sharing Site Needs and Systematic Literature Review Topics | |
| 3 | Panel with Selected Potential Site Mentors: Reviewing and Sharing Site Needs and Systematic Literature Review Topics | |
| 4 | Matching Proposed Topics to Regional and National Sites | Problem Statement and Capstone Project Goal Due |
| 5 | Determining Capstone Project Focus Area: Clinical Practice, Research, Administration, Leadership, Public Policy and Advocacy, Education, Theory Development | |
| 6 | Applying Theory to Capstone Ideas | |
| 7 | Relating Components of FMU OTD Curriculum | |
| 8 | Incorporating Intra and Interprofessional Elements | |
| 9 | Developing Objectives for the Capstone Project Selecting Outcome Measures for the Capstone Project | |
| 10 | e-Portfolio Sites | |
| 11 | Developing Individualized Objectives for the Capstone Project | |
| 12 | Determining IRB and other Capstone Timelines | |
| 13 | Drafting Initial Plans for Enhancing Clinical and Scholarly Knowledge for OT 702. | |
| 14 | TBD | Final Capstone Plan Due Meeting Minutes |
| 15 | Wrap Up, Review | |

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: Occupational Therapy/School of Health Sciences Date 1/12/2021

Course No. or Level: OT 702 Title: Doctoral Capstone Professional Development

Semester hours 2 Clock hours: Lecture 3 Laboratory _____

Prerequisites OT 701 Co-Requisites _____

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Dittling

Provost's Signature Peter King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 702 Doctoral Capstone Professional Development (2) Individualized preparatory objectives will be developed and achieved during this course, so that students have the specialized knowledge skills and abilities required to be successful in their doctoral placement and to conduct their capstone project.

- Purpose:
1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
 2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

Teaching method planned:

Teaching strategies will consist of discussions, group work, written assignments, tests, and pre- and post-conferences.

Textbook and/or materials planned (including electronic/multimedia):

Required Textbook

Deluliis, E. D., & Bednarski, J. A. (2020). *The entry level occupational therapy doctorate capstone: A framework for the experience and project*. Thorofare, NJ: SLACK Incorporated.

Course Content:

Individualized preparatory objectives will be developed and achieved during this course so that students have the specialized knowledge skills and abilities required to be successful in their doctoral placement and to conduct their capstone project.

| Course Student Learning Outcomes | Methods of Evaluation |
|---|-------------------------------------|
| 1. Critically evaluate gaps in specialized knowledge and skills necessary to implement the capstone and identify resources and strategies to obtain this knowledge and skill. | Individualized Preparation Plan |
| 2. Document attainment of specialized knowledge and skills that supports entry into the capstone implementation phase. | Documented Progress Goal Attainment |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 7. Design and implement programs and educational experiences, incorporating an understanding of needs assessment, program management, curricular goals, teaching learning strategies, and program evaluation and revision practices. | |
| Program Outcome 8. Be proficient in evaluating designing, applying and translating scholarly research and knowledge to support occupational therapy practice and serve as a foundation for professional development and lifelong learning. | |

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Doctoral Capstone Professional Development
Course Number: OT 702
Credit Hours: 2
Semester: Spring Year 3

Pre-requisites: OT 701

Co-requisites:

Course Coordinator: TBD

Office Number:

Office Phone:

E-mail:

Office hours:

Course Description: Individualized preparatory objectives will be developed and achieved during this course so that students have the specialized knowledge skills and abilities required to be successful in their doctoral placement and to conduct their capstone project.

| Course Student Learning Outcomes | Methods of Evaluation |
|---|-------------------------------------|
| 1. Critically evaluate gaps in specialized knowledge and skills necessary to implement the capstone and identify resources and strategies to obtain this knowledge and skill. | Individualized Preparation Plan |
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| Program Learning Outcomes Related to Course Content | |
| Program Outcome 7. Design and implement programs and educational experiences, incorporating an understanding of needs assessment, program management, curricular goals, teaching learning strategies, and program evaluation and revision practices. | |
| Program Outcome 8. Be proficient in evaluating designing, applying and translating scholarly research and knowledge to support occupational therapy practice and serve as a foundation for professional development and lifelong learning. | |

Teaching/Learning Strategies

Teaching strategies will consist of discussions, group work, written assignments, tests, and pre- and post-conferences.

Required Textbook

Deluliis, E. D., & Bednarski, J. A. (2020). *The entry level occupational therapy doctorate capstone: A framework for the experience and project*. Thorofare, NJ: SLACK Incorporated.

Methods of Evaluation:

In order to progress in the OT program, the student must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog, current edition*).

Classroom Evaluation Methods:

| Assignments | Percent |
|--|---------|
| Individualized Preparation Plan The student will forecast all of the potential areas of knowledge and skill that need to be optimized for successful completion of the Capstone Project and Experience as planned. Goals must be individualized to bridge the gap between the student's current level of knowledge and skill and doctoral level expectations. Elements of the plan may include attending workshops, reading texts, taking Coursera or MOOCs, AOTA CE or digital badges, observation hours, etc. A component of the plan should also address any pre-experience materials that can be developed ahead of time, such as Capstone Project handouts, scales, group protocols, IRB applications, clearances, etc. | 70 |
| Documented Progress 2 @ 10% At two points during the semester, the student is responsible for submitting a documented update of progress, and meeting with the Faculty Mentor to discuss this progress. | 20 |
| Goal Attainment This final document should indicate how all components of the Individualized Preparation Plan have been achieved, if any have been modified, and what , if any final actions remain that need to be attended to prior to beginning the Capstone Experience the subsequent semester. | 10 |

Classroom Grading Scale:

| Alphabetic | Raw Score |
|-------------------|------------------|
| A | 93-100 |
| B+ | 89-92 |
| B | 85-88 |
| C+ | 81-84 |
| C | 77-80 |
| F | 76 or below |

Rounding:

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

ACADEMIC INFORMATION**Attendance Policy:**

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than fifteen percent (15%) of required sessions during accelerated semesters, a grade of “F” or “W” will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

Online participation is necessary for any courses offered online.

Test Taking Guidelines:

Before each quiz/test/exam students will:

- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic zero “0”.
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- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

Written Paper Requirements:

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.

- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
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Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University’s Title IX Coordinator (titleixcoordinator@fmarion.edu)

Student Responsibilities:

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, and the *University Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Americans with Disabilities Act (ADA):

If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center. Accommodations will be made with proper documentation from the University Counseling and Testing Center. The student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the student would like to use the accommodations. If at any time

during the semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Grievance Procedure:

The Department of Occupational Therapy adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the OT program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*.

Guidelines for Faculty Appointments:

All faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible, the student may request the faculty to meet at another time.

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See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

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The School of Health Sciences subscribes to the "Code of Student Conduct" as defined in the "Students' Rights and Responsibilities" section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the OT profession.

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The Francis Marion University Occupational Therapy Program is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is important to remember to be compliant with the HIPPA rules in class as well as in clinic.

Definition of Unprofessional Behavior:

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

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- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior:

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences' student towards another student, patient, faculty, or staff will be managed as follows:

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- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
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Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable. All devices must have at least a 90-minute battery capacity when fully charged, since some classrooms do not provide individual electrical outlets for students. Personal handheld devices are recommended that can download eBooks for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

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Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

CONTENT INFORMATION

Topical Outline:

| Week | Content | Evaluation |
|------|---|------------------------------|
| 1 | Individualized Plan Development in Groups | |
| 2 | Individualized Plan Development in Groups | |
| 3 | Open Hours for Faculty or Peer Mentorship | |
| 4 | Open Hours for Faculty or Peer Mentorship | |
| 5 | Open Hours for Faculty or Peer Mentorship | |
| 6 | All student attend, with Faculty Mentor | Documented Progress 1 Due |
| 7 | Open Hours for Faculty or Peer Mentorship | |
| 8 | Open Hours for Faculty or Peer Mentorship | |
| 9 | Open Hours for Faculty or Peer Mentorship | |
| 10 | Open Hours for Faculty or Peer Mentorship | |
| 11 | All student attend, with Faculty Mentor | Documented Progress 1 Due |
| 12 | Open Hours for Faculty or Peer Mentorship | |
| 13 | Open Hours for Faculty or Peer Mentorship | |
| 14 | Open Hours for Faculty or Peer Mentorship | Goal Attainment Due |
| 15 | Wrap Up, Review | |

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: Occupational Therapy/School of Health Sciences Date 1/12/2021

Course No. or Level: OT 750 Title: Program and Curricular Development and Implementation

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites OT 505 Co-Requisites _____

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Dittling

Provost's Signature Pete King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 750 Program and Curricular Development and Implementation (3) This course will focus on the development of skills to implement a program development and evaluation process in a clinical setting, as well as designing and implementing educational sessions for clinical or academic environments. Skills that support the identification of and competition for funding resources to support services and programming will be developed. The examination of principles of teaching, learning, and instructional design is addressed.

- Purpose:
1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
 2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

Teaching method planned:

Teaching strategies will consist of voice-over lecture, audio-visual aids, discussions, group work, presentations, written assignments, tests, and observation of teaching performance in the academic/clinical setting, simulations.

Textbook and/or materials planned (including electronic/multimedia):

Required Textbooks

Nilson, L. B. (2016). *Teaching at its best: A research-based resource for college instructors*. San Francisco: Jossey-Bass.

Fazio, L. S. (2008). *Developing occupation centered programs for the community* (2nd ed.). Upper Saddle River, NJ: Pearson Prentice Hall. ISBN: 978-0-13-170808-2

Funk, S. G., & Tornquist, E. M. (2016). *Writing winning proposals for nurses and health care professionals*. New York, NY: Springer Publishing Company, LLC

Course Content:

This course will focus on the development of skills to implement a program development and evaluation process in a clinical setting, as well as designing and implementing educational sessions for clinical or academic environments. Skills that support the identification of and competition for funding resources to support services and programming will be developed. The examination of principles of teaching, learning, and instructional design is addressed.

| Course Student Learning Outcomes | Evaluation Methods |
|---|-----------------------------|
| 1. Design an innovative, evidenced based program based on established need which promotes occupational performance for individuals and or communities. (ACOTE 2018 Standard B 4.27) | Program Plan |
| 2. Demonstrate the skills to locate and apply for grant funding to support varied programs in existing or developing patient, population or primary care focused arenas. (ACOTE 2018 Standard B 4.27) | Online Quiz Program Plan |
| 3. Create a program plan which includes core values, a fiscally positive budget, and operational policies and procedures to address resources such as capital expenditures, operating budgets, staffing, equipment, and space needs to support the planned program. (ACOTE 2018 Standard B 5.3) | Program Plan |
| 4. Utilize interpersonal and interprofessional collaboration skills to design patient or population centered programs and implement and evaluate them despite barriers. (ACOTE 2018 Standard B 4.25) | Online Quiz Program Plan |
| 5. Demonstrate ability to act as a change agent, led by a strategic focus or plan. (ACOTE 2018 Standard B 5.3) | Online Quiz Program Plan |

| | |
|---|---|
| 6. Establish and summarize outcome measures to determine program success, including recommendations for improving program design, budget, human resources, and equipment/environment needs. | Online Quiz Program Plan |
| 7. Discuss the concept of an occupational therapy program in the context of a larger university and college, developed with a focused mission and curriculum design. (ACOTE 2018 Standard B 4.21) | Online Quiz Syllabus and Lesson Plan |
| 8. Describe how regional and programmatic accreditors play a role in quality assurance in the academic environment. (ACOTE 2018 Standard B 6.6) | Online Quiz Syllabus and Lesson Plan |
| 9. Develop a course syllabus that meets standards for university curricular approval, with a course description, student learning outcomes, measures of evaluation and examples of teaching and learning strategies. | Syllabus and Lesson Plan |
| 10. Describe varied styles of student learning and how instructors can modify learning activities, materials, and assessments to meet varied needs. (ACOTE 2018 Standard B 6.6) | Syllabus and Lesson Plan |
| 11. Discuss the institutional, regional and professional structures that clarify the roles and responsibilities of an academician. | Online Quiz |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 5. Demonstrate actions that reflect respect for diversity, ethical standards and individual agency and autonomy in each professional, interprofessional and therapeutic relationship. | |
| Program Outcome 6. Demonstrate the ability to effectively advance the goals of programs, organizations and individuals by serving as an interprofessional colleague, leader, manager, supervisor, consultant and advocate. | |
| Program Outcome 7. Design and implement programs and educational experiences, incorporating an understanding of needs assessment, program management, curricular goals, teaching learning strategies, and program evaluation and revision practices. | |
| Program Outcome 9. Synthesize in-depth knowledge in a focused areas (ie; clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development) through the design and completion of a doctoral capstone and experience. | |
| Program Outcome 10. Develop competencies in knowledge translation to design client centered and occupation-based community programming, administered in therapeutic relationships, to address community needs, including the PeeDee region. | |

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Program and Curricular Development and Implementation
Course Number: OT 750
Credit Hours: 3
Semester: Fall Year 2

Pre-requisites: OT 514
Co-requisites:

Course Coordinator: TBD
Office Number:
Office Phone:
E-mail:
Office hours:

Course Description: This course will focus on the development of skills to implement a program development and evaluation process in a clinical setting, as well as designing and implementing educational sessions for clinical or academic environments. Skills that support the identification of and competition for funding resources to support services and programming will be developed. The examination of principles of teaching, learning, and instructional design is addressed.

| Course Student Learning Outcomes | Evaluation Methods |
|---|-----------------------------|
| 1. Design an innovative, evidenced based program based on established need which promotes occupational performance for individuals and or communities. (ACOTE 2018 Standard B 4.27) | Program Plan |
| 2. Demonstrate the skills to locate and apply for grant funding to support varied programs in existing or developing patient, population or primary care focused arenas. (ACOTE 2018 Standard B 4.27) | Online Quiz Program Plan |
| 3. Create a program plan which includes core values, a fiscally positive budget, and operational policies and procedures to address resources such as capital expenditures, operating budgets, staffing, equipment, and space needs to support the planned program. (ACOTE 2018 Standard B 5.3) | Program Plan |
| 4. Utilize interpersonal and interprofessional collaboration skills | Online Quiz |

| | |
|---|---|
| to design patient or population centered programs and implement and evaluate them despite barriers. (ACOTE 2018 Standard B 4.25) | Program Plan |
| 5. Demonstrate ability to act as a change agent, led by a strategic focus or plan. (ACOTE 2018 Standard B 5.3) | Online Quiz Program Plan |
| 6. Establish and summarize outcome measures to determine program success, including recommendations for improving program design, budget, human resources, and equipment/environment needs. | Online Quiz Program Plan |
| 7. Discuss the concept of an occupational therapy program in the context of a larger university and college, developed with a focused mission and curriculum design. (ACOTE 2018 Standard B 4.21) | Online Quiz Syllabus and Lesson Plan |
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| 9. Develop a course syllabus that meets standards for university curricular approval, with a course description, student learning outcomes, measures of evaluation and examples of teaching and learning strategies. | Syllabus and Lesson Plan |
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| Program Outcome 9. Synthesize in-depth knowledge in a focused areas (ie; clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development) through the design and completion of a doctoral capstone and experience. | |

Program Outcome 10. Develop competencies in knowledge translation to design client centered and occupation-based community programming, administered in therapeutic relationships, to address community needs, including the PeeDee region.

Teaching/Learning Strategies:

Teaching strategies will consist of voice-over lecture, audio-visual aids, discussions, group work, presentations, written assignments, tests, and observation of teaching performance in the academic/clinical setting, simulations.

Required Textbooks

Nilson, L. B. (2016). *Teaching at its best: A research-based resource for college instructors*. San Francisco: Jossey-Bass.

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Funk, S. G., & Tornquist, E. M. (2016). *Writing winning proposals for nurses and health care professionals*. New York, NY: Springer Publishing Company, LLC

Methods of Evaluation:

In order to progress in the OT program, the student must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog, current edition*).

Classroom Grading Scale:

| Alphabetic | Raw Score |
|------------|-------------|
| A | 93-100 |
| B+ | 89-92 |
| B | 85-88 |
| C+ | 81-84 |
| C | 77-80 |
| F | 76 or below |

Rounding:

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

Classroom Evaluation Methods:

| Assignments | Percent |
|---|----------------|
| Comprehensive Program Development Plan Students should select a program development topic that could potentially be related to their area of interest for a capstone, although that is not a requirement. The program development plan will be completed sequentially throughout the semester, guided by modules on the Blackboard course. The essential components the plan will include: 1) abstract, 2) project significance and establishment of need, 3) program goals and objectives, 4) epidemiological description of the intended population, 5) background and significance demonstrating evidentiary support, 6) mission statement, 7) budget, 8) program design, 9) teaching methods, 10) intervention and/or group protocols, 11) marketing, 12) grant application or funding plan, 13) appendices. APA format is required. Scholarly articles with the highest levels of evidence should be utilized to support the program development | 40% |
| Online Quizzes These quizzes will be 20 questions each, and based on the readings for a 2 week period. Five quizzes @ 5% each. | 25% |
| Syllabus and Lesson Plan Development | 35% |

ACADEMIC INFORMATION**Attendance Policy:**

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than fifteen percent (15%) of required sessions during accelerated semesters, a grade of "F" or "W" will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

Online participation is necessary for any courses offered online.

Test Taking Guidelines:

Before each quiz/test/exam students will:

- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.

- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic zero “0”.
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

Written Paper Requirements:

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learn System unless instructed otherwise.

E-mail:

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

Social Networking Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and/or pictures about the FMU OT program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

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CONTENT INFORMATION

Topical Outline

Note: Fazio Chapters 1-5, 7- 9, 10, 16, and 17-26 were addressed in OT 602.

| Week | Content | Resources | Evaluation |
|------|--|--|-------------|
| 1 | Program Development: Building a Foundation Designing and Planning Your Program | Fazio, Chapters 1-10 | |
| 2 | Preparation and Implementation Phases | Fazio Chapters 11-15 | Online Quiz |
| 3 | Program Evaluation | Fazio Chapter 16 | |
| 5 | Funding Introductions Translation Research, EBP and Demonstration Project Proposals Educational Training Grant Proposals | Funk & Tornquist (2016) Chapters 1, 8, 9 | Online Quiz |
| 6 | Preparation for Teaching Understanding Students, Technologies, Course Design and the Syllabus | Nilson (2016) Chapters 1-6 | |
| 7 | Human Factors Welcoming and Motivating Students. Incivility and Academic Integrity | Nilson (2016) Chapters 7-10 | Online Quiz |
| 8 | Tried and True Teaching Methods Matching Methods and Outcomes, Lecturing, Discussion, Experiencing, and Groups | Nilson (2016) Chapters 11-15 | |
| 9 | Inquiry Based Methods Case, Inquiry and Problem Based Learning | Nilson (2016) Chapters 16-18 | Online Quiz |
| 10 | Tools and Techniques Self Direction, Class Preparation, Multimodal, Feedback | Nilson (2016) Chapters 20-24 | |
| 11 | Assessment and Grading Exams, Assignments and Teaching Effectiveness | Nilson (2016) Chapters 25-28 | Online Quiz |
| 12 | Moving From Clinician to Classroom: The University Environment. Starting Your Academic Career as an Adjunct and Building a Curriculum Vitae | | |
| 13 | Understanding ACOTE Standards, Academic Appointments and Structures | www.acote.org | |
| 14 | Educational Opportunities in the Clinic | | |
| 15 | Wrap Up, Review | | |

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: Occupational Therapy/School of Health Sciences Date 1/12/2021

Course No. or Level: OT 751 Title: Health Models, Public Policy, and Advocacy

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites OT 505 Co-Requisites _____

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Dittling

Provost's Signature Pete King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 751 Health Models, Public Policy, and Advocacy (3) In this course, health models, particularly those addressing population health, global, and national issues, will be incorporated. Students will examine the impact of professional, state, and federal public policy and regulation issues on occupational therapy practice. Communication, advocacy, advanced leadership characteristics, and skilled communication and collaboration will be promoted through course content and activities.

- Purpose:
1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
 2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

Teaching method planned:

Teaching strategies will consist of voice-over lecture discussions, group work, presentations, written assignments, and tests.

Textbook and/or materials planned (including electronic/multimedia):

Required Textbooks:

Barr, D. A. (2016). *Introduction to US health policy: The organization, financing, and delivery of health care in America*. MD: Johns Hopkins University Press.

Daly, J. (2014). *Advocacy Championing Ideas and Influencing Others*. Cumberland: Yale University Press.

Funk, S. G., & Tornquist, E. M. (2016). *Writing winning proposals for nurses and health care professionals*. New York, NY: Springer Publishing Company, LLC

Course Content:

In this course health models, particularly those addressing population health, global, and national issues, will be incorporated. Students will examine the impact of professional, state, and federal public policy and regulation issues on occupational therapy practice. Communication, advocacy, advanced leadership characteristics, and skilled communication and collaboration will be promoted through course content and activities.

| Course Student Learning Outcomes | Evaluation Methods |
|--|---|
| 1. Discuss the historical development of influential legislation and documents in the development of the health care system in the United States. | Exams Public Policy Presentation Health/Education Policy SWOT |
| 2. Evaluate state and federal policy issues facing health care providers, consumers, and third party payers. | Local Advocacy Exams Public Policy Presentation Health/Education Policy SWOT |
| 3. Articulate the functions of different levels of government and identify current policymakers and representatives in health services delivery and policy development at the state and national levels. | Exams Public Policy Presentation Health/Education Policy SWOT |
| 4. Describe key features associated with credentialing, licensure and certification at the state and national levels, including state practice acts and licensure compacts. (ACOTE 2018 Standard B 5.5) | Local Advocacy Exams |

| | |
|---|---|
| 5. Assess socioeconomic, political, geographic, and demographic factors that interface with policy development and social systems in relation to occupational therapy. (ACOTE 2018 Standard B 5.1) | Exams Public Policy Presentation Health/Education Policy SWOT |
| 6. Identify and analyze public policy issues that relate specifically to a focused area of clinical practice, promote it to other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public. (ACOTE 2018 Standard B 7.3) | Local Advocacy Exams Public Policy Presentation Health/Education Policy SWOT |
| 7. Incorporate interprofessional team members as allies in promoting public policy in healthcare and for the benefit of society. (ACOTE 2018 Standard B 7.51) | Public Policy Presentation |
| a. Discuss recommended best practice procedures for securing grants from national organizations, including the federal government. (ACOTE 2018 Standard B 6.4) | Exams Health/Education Policy SWOT |
| 8. Discuss legal issues regarding liability and contracts in varied occupational therapy contexts. (ACOTE 2018 Standard B 7.5) | Exams |
| 9. Examine the purpose and role of the American Occupational Therapy Association's Policy and Government Affairs Department and examine the impact on occupational therapy practice. | Exams Public Policy Presentation Health/Education Policy SWOT |
| 10. Compare and contrast the application of primary care and other health models in a changing healthcare system to meet current and emerging societal health and wellness needs. (ACOTE 2018 Standard 2.1) | Health/Education Policy SWOT |
| 11. Communicate effectively and at a professional level, with a strong evidence base, confidence, respect and authority, both verbally and in writing. | Local Advocacy Public Policy Presentation Health/Education Policy SWOT |

| Program Learning Outcomes Related to Course Content |
|---|
| Program Outcome 2. Demonstrate entry-level competence as a generalist utilizing occupation- based practice in a client centered manner, with broad exposure to delivery models and systems in traditional and emerging practice settings |
| Program Outcome 5. Demonstrate actions that reflect respect for diversity, ethical standards and individual agency and autonomy in each professional, interprofessional and therapeutic relationship. |
| Program Outcome 6. Demonstrate the ability to effectively advance the goals of programs, organizations and individuals by serving as an interprofessional colleague, leader, manager, supervisor, consultant and advocate. |

Program Outcome 7. Design and implement programs and educational experiences, incorporating an understanding of needs assessment, program management, curricular goals, teaching learning strategies, and program evaluation and revision practices.

9 Program Outcome. Synthesize in-depth knowledge in a focused areas (ie; clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development) through the design and completion of a doctoral capstone and experience.

Program Outcome 10. Develop competencies in knowledge translation to design client centered and occupation-based community programming, administered in therapeutic relationships, to address community needs, including the PeeDee region.

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Health Models, Public Policy, and Advocacy
Course Number: OT 751
Credit Hours: 3
Semester: Spring Year III

Pre-requisites: OT 514
Co-requisites:

Course Coordinator: TBD
Office Number:
Office Phone:
E-mail:
Office hours:

Course Description: In this course health models, particularly those addressing population health, global, and national issues, will be incorporated. Students will examine the impact of professional, state, and federal public policy and regulation issues on occupational therapy practice. Communication, advocacy, advanced leadership characteristics, and skilled communication and collaboration will be promoted through course content and activities.

| Course Student Learning Outcomes | Evaluation Methods |
|---|---|
| 1. Discuss the historical development of influential legislation and documents in the development of the health care system in the United States. | Exams Public Policy Presentation Health/Education Policy SWOT |
| 2. Evaluate state and federal policy issues facing health care providers, consumers, and third party payers. | Local Advocacy Exams Public Policy Presentation Health/Education Policy SWOT |

| | |
|---|---|
| 3. Articulate the functions of different levels of government and identify current policymakers and representatives in health services delivery and policy development at the state and national levels. | Exams Public Policy Presentation Health/Education Policy SWOT |
| 4. Describe key features associated with credentialing, licensure and certification at the state and national levels, including state practice acts and licensure compacts. (ACOTE 2018 Standard B 5.5) | Local Advocacy Exams |
| 5. Assess socioeconomic, political, geographic, and demographic factors that interface with policy development and social systems in relation to occupational therapy. (ACOTE 2018 Standard B 5.1) | Exams Public Policy Presentation Health/Education Policy SWOT |
| 6. Identify and analyze public policy issues that relate specifically to a focused area of clinical practice, promote it to other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public. (ACOTE 2018 Standard B 7.3) | Local Advocacy Exams Public Policy Presentation Health/Education Policy SWOT |
| 7. Incorporate interprofessional team members as allies in promoting public policy in healthcare and for the benefit of society. (ACOTE 2018 Standard B 7.51) | Public Policy Presentation |
| a. Discuss recommended best practice procedures for securing grants from national organizations, including the federal government. (ACOTE 2018 Standard B 6.4) | Exams Health/Education Policy SWOT |
| 8. Discuss legal issues regarding liability and contracts in varied occupational therapy contexts. (ACOTE 2018 Standard B 7.5) | Exams |
| 9. Examine the purpose and role of the American Occupational Therapy Association's Policy and Government Affairs Department and examine the impact on occupational therapy practice. | Exams Public Policy Presentation Health/Education Policy SWOT |
| 10. Compare and contrast the application of primary care and other health models in a changing healthcare system to meet current and emerging societal health and wellness needs. (ACOTE 2018 Standard 2.1) | Health/Education Policy SWOT |
| 11. Communicate effectively and at a professional level, with a strong evidence base, confidence, respect and authority, both verbally and in writing. | Local Advocacy Public Policy Presentation Health/Education Policy SWOT |

| Program Learning Outcomes Related to Course Content |
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| Program Outcome 2. Demonstrate entry-level competence as a generalist utilizing occupation- based practice in a client centered manner, with broad exposure to delivery models and systems in traditional and emerging practice settings |
| Program Outcome 5. Demonstrate actions that reflect respect for diversity, ethical standards and individual agency and autonomy in each professional, interprofessional and therapeutic relationship. |
| Program Outcome 6. Demonstrate the ability to effectively advance the goals of programs, organizations and individuals by serving as an interprofessional colleague, leader, manager, supervisor, consultant and advocate. |
| Program Outcome 7. Design and implement programs and educational experiences, incorporating an understanding of needs assessment, program management, curricular goals, teaching learning strategies, and program evaluation and revision practices. |
| 9 Program Outcome. Synthesize in-depth knowledge in a focused areas (ie; clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development) through the design and completion of a doctoral capstone and experience. |
| Program Outcome 10. Develop competencies in knowledge translation to design client centered and occupation-based community programming, administered in therapeutic relationships, to address community needs, including the PeeDee region. |

Teaching/Learning Strategies:

Teaching strategies will consist of voice-over lecture discussions, group work, presentations, written assignments, and tests.

Required Textbooks:

Barr, D. A. (2016). *Introduction to US health policy: The organization, financing, and delivery of health care in America*. MD: Johns Hopkins University Press.

Daly, J. (2014). *Advocacy Championing Ideas and Influencing Others*. Cumberland: Yale University Press.

Funk, S. G., & Tornquist, E. M. (2016). *Writing winning proposals for nurses and health care professionals*. New York, NY: Springer Publishing Company, LLC

Virtual Advocacy During COVID-19 and Beyond: Best Practices. (n.d.). Retrieved from

Methods of Evaluation:

In order to progress in the OT program, the student must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog, current edition*).

Classroom Evaluation Methods:

| Assignments | Percent |
|---|---------|
| Advocacy: Local Throughout the duration of this course, take 3 actions that support furthering local policies regarding healthcare or access to community services. Document these actions and prepare a 3-page paper describing the issues and actions. | 10 |
| Public Policy Assignment and Presentation Choose a piece of proposed legislation from the AOTA Legislative Action Center or an issue that is presently impacting occupational therapy and the clients we serve at national, state or global levels. Develop a position statement, supported by resources and evidence. Include an analysis of potential barriers to this perspective, including opposing views that you may need to counter. Identify key representatives and individuals that will have an impact on the legislation, and justify methods to reach them to share your position. Provide a plan for interprofessional allies to take part in your advocacy. Be sure to append any data that is available to support your position. Take that action, and document any response you receive. You will be required to prepare and present a -minute persuasive speech to your peers in class. | 25 |
| Exams: Midterm and Final @ 20% each | 40 |
| SWOT Strategic Plan of a Public Health or Education Issue This scholarly 10-15 page will require the student to critically examine the socioeconomic, political, geographic, and demographic factors that interface with a particular issue. The historical and current legislative and regulatory factors impacting this issue should be discussed. Develop potential solutions and necessary resources for addressing this issue in a 3-5 year strategic SWOT analysis from the perspective of an organization that has stake in this issue. | 25 |

Classroom Grading Scale:

| Alphabetic | Raw Score |
|------------|-------------|
| A | 93-100 |
| B+ | 89-92 |
| B | 85-88 |
| C+ | 81-84 |
| C | 77-80 |
| F | 76 or below |

Rounding:

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

ACADEMIC INFORMATION**Attendance Policy:**

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than fifteen percent (15%) of required sessions during accelerated semesters, a grade of “F” or “W” will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

Online participation is necessary for any courses offered online.

Test Taking Guidelines:

Before each quiz/test/exam students will:

- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic zero “0”.
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

Written Paper Requirements:

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learn System unless instructed otherwise.

E-mail:

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

Social Networking Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and/or pictures about the FMU OT program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy:

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University’s Title IX Coordinator (titleixcoordinator@fmarion.edu)

Student Responsibilities:

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, and the *University Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Americans with Disabilities Act (ADA):

If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center. Accommodations will be made with proper documentation from the University Counseling and Testing Center. The student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the student would like to use the accommodations. If at any time during the semester the student’s accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Grievance Procedure:

The Department of Occupational Therapy adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and

problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the OT program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*.

Guidelines for Faculty Appointments:

All faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible, the student may request the faculty to meet at another time.

Academic Dishonesty:

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Code of Ethics:

The School of Health Sciences subscribes to the “Code of Student Conduct” as defined in the “Students’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the OT profession.

HIPAA:

The Francis Marion University Occupational Therapy Program is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is important to remember to be compliant with the HIPPA rules in class as well as in clinic.

Definition of Unprofessional Behavior:

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences

- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior:

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences' student towards another student, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic advisor. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Department Chair and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

****All academic warnings are cumulative throughout the program.**

Computer Use:

Because computers are an essential learning tool, every student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)
- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable. All devices must have at least a 90-minute battery capacity when fully charged, since some classrooms do not provide individual electrical outlets for students. Personal handheld devices are recommended that can download eBooks for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

CONTENT INFORMATION

| Week | Content | Resources | Evaluation |
|------|---|---|--------------------------------|
| 1 | Introduction to Health Policy Politics, the Economy and Cultural Value | Barr (2016) Chapters 1, 2, 3 | |
| 2 | Organization of Health Care: Professions | | |
| 3 | Payment Systems and For Profit Care | Barr Chapters 5, 6, 7, 9 | |
| 4 | The Uninsured | Barr Chapter 8 | |
| 5 | Key Policy Issues Impacting Healthcare AOTA Legislative Affairs South Carolina Occupational Therapy Association State Licensure Act | Barr Chapter 13 | |
| 6 | Emerging Models Policies, Legislation and Advocacy: Physical Rehabilitation | TBD | Local Advocacy Paper Due |
| 7 | Emerging Models Policies, Legislation and Advocacy: Mental Health | TBD | |
| 8 | Emerging Models Policies, Legislation and Advocacy: DayCare, Early Education and Schools, Geriatrics | TBD | Midterm |
| 9 | Emerging Models Policies, Legislation and Advocacy: Disasters Preparedness and Pandemics | TBD | |
| 10 | Advocating Hill Days Planning a Strategic Attack NIH, Fellowship and Career Development Funding | Virtual Advocacy Document Funk (2016) Chapters 5, 6, 7 | |
| 11 | Advocating: Personal Plans NIH, Fellowship and Career Development Funding | Daly (2014)Chapters 1-5 | SWOT Assignment Due |
| 12 | Advocating: Developing Skills | Daly 2014 (Chapters 6- 12) | |
| 13 | Advocacy Presentations | | Public Policy Presentations |
| 14 | Advocacy Presentations | | Public Policy Presentations |
| 15 | Wrap Up, Review | | |

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: Occupational Therapy/School of Health Sciences Date 1/12/2021

Course No. or Level: OT 752 Title: Advanced Practice: Specialized Knowledge and Skills

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites OT 850, OT 851 Co-Requisites _____

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Dittling

Provost's Signature Pete King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 752 Advanced Practice: Specialized Knowledge and Skills (3) This course incorporates the development of specialized clinical skills. It requires the synthesis of prior clinical and didactic learning into advanced professional insight and initiative to support the advanced scholarly and service provision skills required at the doctoral level. In addition, current and emerging advanced clinical skills required of an occupational therapist to work in the 21st century changing healthcare environment as informed by the experiences seen in the Level II Fieldwork settings, will be addressed.

- Purpose:
1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
 2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

Teaching method planned:

Discussion, peer collaboration, self-directed learning, professional panels, reading, and reflection

Textbook and/or materials planned (including electronic/multimedia):

Required Textbooks:

TBD

Required Articles:

American Occupational Therapy Association. (2003, May). Professional development tool. Bethesda, MD: Author. Retrieved September 15, 2020 from <http://www.aota.org/pdt>.

American Occupational Therapy Association. (2020). AOTA Fellowship Program Criteria and Interpretive Guidelines. Bethesda, MD: Author. Retrieved September 15, 2020 from <http://www.aota.org/fellowship>

Coffelt, K. J., & Gabriel, L. S. (2017). Continuing Competence Trends of Occupational Therapy Practitioners. *Open Journal of Occupational Therapy (OJOT)*, 5(1), 1–15.

Di Bona, L., Field, B., Read, J., Jones, N., Fowler Davis, S., Cudd, P., & Evans, L. (2019). Weaving a clinical academic career: Illuminating the method and pattern to follow. *The British Journal of Occupational Therapy*, 82(1), 60–64.

Ezzamel, S. (2013). Blogging in occupational therapy: Knowledge sharing, professional development, and ethical dilemmas. *The British Journal of Occupational Therapy*, 76(11), 515–517.

Hinojosa, J., & Tsu-Hsin Howe. (2016). EPortfolio: The Scholarly Capstone for the Practice Doctoral Degree in Occupational Therapy. *Open Journal of Occupational Therapy (OJOT)*, 4(3), 1–16.

Holland, A. (2018). Educating Student Health Visitors About the Importance of Positive Parent–Infant Relationships: A Reflective Approach to Critically Explore the Planning and Delivery of a Teaching Workshop. *Pedagogy in Health Promotion*, 4(4), 294–300

Schultz-Krohn, W., Robinson, M., Rioux, J., Boehne, T., Guiffrida, C., James, A., Mills, T., Nelson, C., Nonadillada, J., & Amini, D. (2017). Continuing Professional Development in Occupational Therapy. *American Journal of Occupational Therapy*, 71, 1–5

Yanning Yan, Sinclair, K., & Penman, M. (2012). Using social networking for professional development of occupational therapy throughout the People's Republic of China. *WFOT Bulletin*, 66(1), 47–49.

Course Content:

This course incorporates the development of specialized clinical skills. It requires the synthesis of prior clinical and didactic learning to advance professional insight and initiative to support the advanced scholarly and service provision skills required at the doctoral level. In addition, current

and emerging advanced clinical skills required of an occupational therapist to work in the 21st century changing healthcare environment as informed by the experiences seen in the Level II Fieldwork settings will be addressed.

| Course Student Learning Outcomes | Evaluation Methods |
|--|--|
| 1. Plan, implement and evaluate a workshop, integrating and synthesizing content from advanced practice or specialized skills obtained during Level II Fieldwork or in preparation for the Doctoral Capstone Experience. (ACOTE 2018 Standard B 3.7, B 4.3, B 4.9). | Peer Teaching Modules |
| 2. Design a professional development plan encompassing 5 years of practice as an occupational therapist. (ACOTE 2018 Standard B 3.7, B 4.3, B 4.9). | Professional Development Plan E Portfolio Revisions |
| 3. Develop specialized knowledge and skills in select areas of practice through the use of program sponsored workshops, digital badges, continuing education opportunities, and professional conferences and workshops. (ACOTE 2018 Standard B 3.7, B 4.3, B 4.9). | Advanced Training Workshop/Certificate |
| 4. Integrate a feature in the FMU Occupational Therapy Program E-portfolio that highlights all areas of specialized knowledge and skills obtained throughout the curricula and life experience as it pertains to occupational therapy practice, including the Professional Development Plan. | E Portfolio Revisions |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 2 Demonstrate entry-level competence as a generalist utilizing occupation-based practice in a client centered manner, with broad exposure to delivery models and systems in traditional and emerging practice settings | |
| Program Outcome 11. Demonstrate competence in the application of entry level and advanced clinical skills and technologies in accordance with standards of practice including precautions, contraindications and safety requirements. | |

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Advanced Practice: Specialized Knowledge and Skills
Course Number: OT 752
Credit Hours: 3
Semester: Spring Year III

Pre-requisites: OT 850, OT 851
Co-requisites:

Course Coordinator: TBD
Office Number:
Office Phone:
E-mail:
Office hours:

Course Description:

This course incorporates the development of specialized clinical skills. It requires the synthesis of prior clinical and didactic learning to advance professional insight and initiative to support the advanced scholarly and service provision skills required at the doctoral level. In addition, current and emerging advanced clinical skills required of an occupational therapist to work in the 21st century changing healthcare environment as informed by the experiences seen in the Level II Fieldwork settings will be addressed.

| Course Student Learning Outcomes | Evaluation Methods |
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| 1. Plan, implement and evaluate a workshop, integrating and synthesizing content from advanced practice or specialized skills obtained during Level II Fieldwork or in preparation for the Doctoral Capstone Experience. (ACOTE 2018 Standard B 3.7, B 4.3, B 4.9). | Peer Teaching Modules |
| 2. Design a professional development plan encompassing 5 years of practice as an occupational therapist. (ACOTE 2018 Standard B 3.7, B 4.3, B 4.9). | Professional Development Plan E Portfolio Revisions |

| | |
|--|--|
| 3. Develop specialized knowledge and skills in select areas of practice through the use of program sponsored workshops, digital badges, continuing education opportunities, and professional conferences and workshops. (ACOTE 2018 Standard B 3.7, B 4.3, B 4.9). | Advanced Training Workshop/Certificate |
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| Program Learning Outcomes Related to Course Content | |
| Program Outcome 2 Demonstrate entry-level competence as a generalist utilizing occupation-based practice in a client centered manner, with broad exposure to delivery models and systems in traditional and emerging practice settings | |
| Program Outcome 11. Demonstrate competence in the application of entry level and advanced clinical skills and technologies in accordance with standards of practice including precautions, contraindications and safety requirements. | |

Teaching/Learning Strategies:

Discussion, peer collaboration, self-directed learning, professional panels, reading, and reflection.

Required Textbooks:

Required Articles:

American Occupational Therapy Association. (2003, May). Professional development tool. Bethesda, MD: Author. Retrieved September 15, 2020 from <http://www.aota.org/pdt>.

American Occupational Therapy Association. (2020). AOTA Fellowship Program Criteria and Interpretive Guidelines. Bethesda, MD: Author. Retrieved September 15, 2020 from <http://www.aota.org/fellowship>

Coffelt, K. J., & Gabriel, L. S. (2017). Continuing Competence Trends of Occupational Therapy Practitioners. *Open Journal of Occupational Therapy (OJOT)*, 5(1), 1–15.

Di Bona, L., Field, B., Read, J., Jones, N., Fowler Davis, S., Cudd, P., & Evans, L. (2019). Weaving a clinical academic career: Illuminating the method and pattern to follow. *The British Journal of Occupational Therapy*, 82(1), 60–64.

- Ezzamel, S. (2013). Blogging in occupational therapy: Knowledge sharing, professional development, and ethical dilemmas. *The British Journal of Occupational Therapy*, 76(11), 515–517.
- Hinojosa, J., & Tsu-Hsin Howe. (2016). EPortfolio: The Scholarly Capstone for the Practice Doctoral Degree in Occupational Therapy. *Open Journal of Occupational Therapy (OJOT)*, 4(3), 1–16.
- Holland, A. (2018). Educating Student Health Visitors About the Importance of Positive Parent–Infant Relationships: A Reflective Approach to Critically Explore the Planning and Delivery of a Teaching Workshop. *Pedagogy in Health Promotion*, 4(4), 294–300
- Schultz-Krohn, W., Robinson, M., Rioux, J., Boehne, T., Guiffrida, C., James, A., Mills, T., Nelson, C., Nonadillada, J., & Amini, D. (2017). Continuing Professional Development in Occupational Therapy. *American Journal of Occupational Therapy*, 71, 1–5
- Yanning Yan, Sinclair, K., & Penman, M. (2012). Using social networking for professional development of occupational therapy throughout the People’s Republic of China. *WFOT Bulletin*, 66(1), 47–49.

Methods of Evaluation:

In order to progress in the OT program, the student must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog, current edition*).

Classroom Evaluation Methods:

| Assignments | Percent |
|---|----------------|
| Peer Teaching Modules The Peer Teaching Module will require the collaboration of a team of students to design, prepare and implement a workshop for their peers, with the intent of sharing advanced or specialized knowledge that has not been collectively obtained by this student cohort. This assignment is to be developed in a 1.5 hour workshop format, and will be held in the evening. The groups may also choose to identify invited participants from the regional occupational therapy community. Materials to be developed include a marketing flyer, including objectives of the workshop, an event planning document, a group protocol, training materials to be utilized, and a workshop evaluation form. Ten post workshop questions on a survey platform must be developed to evaluate knowledge obtained by your peers, with a review link forwarded to the instructor prior to the session. During the first class session, students will be placed into teams in collaboration with their peers and their instructor, and will be randomly assigned a presentation date. | 50 |
| Advanced Training Workshop/Certificate The FMU Occupational Therapy Program will host a specialized practice workshop during the semester, exclusively offered to Academic Fieldwork Site Supervisors, Capstone Site Mentors, Faculty and students in OT 752. An evaluation form, as well as a 2-3 page reflection on the workshop must be submitted by each student. In addition, students must identify an AOTA Digital Badge or other formal verifiable CE opportunity and complete and document that education. This topic areas must be outside of the student's focused area of study for their capstone. | 25 |
| Professional Development Plan Students will utilize the AOTA Professional Development Tool, available on their website. This tool was developed for practitioners, so students may need to adjust their responses as entry level practitioners, and use of N/A in those sections is acceptable. Students should consider their Level II experiences to be their clinical practice, for the purposes of developing this plan. | 20 |
| E Portfolio Revision Students will submit a one page description to the instructor, highlighting revisions to the E Portfolio to facilitate review by the course instructor. The student must submit an invitation to access the E-Portfolio to the instructor, if not currently provided. | 5 |

Classroom Grading Scale:

| Alphabetic | Raw Score |
|-------------------|------------------|
| A | 93-100 |
| B+ | 89-92 |
| B | 85-88 |
| C+ | 81-84 |
| C | 77-80 |
| F | 76 or below |

Rounding:

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

ACADEMIC INFORMATION**Attendance Policy:**

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than fifteen percent (15%) of required sessions during accelerated semesters, a grade of “F” or “W” will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

Online participation is necessary for any courses offered online.

Test Taking Guidelines:

Before each quiz/test/exam students will:

- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic zero “0”.
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

Written Paper Requirements:

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learn System unless instructed otherwise.

E-mail:

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

Social Networking Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and/or pictures about the FMU OT program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy:

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University's Title IX Coordinator (titleixcoordinator@fmarion.edu)

Student Responsibilities:

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, and the *University Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Americans with Disabilities Act (ADA):

If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center. Accommodations will be made with proper documentation from the University Counseling and Testing Center. The student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the student would like to use the accommodations. If at any time during the semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Grievance Procedure:

The Department of Occupational Therapy adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the OT program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*.

Guidelines for Faculty Appointments:

All faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible, the student may request the faculty to meet at another time.

Academic Dishonesty:

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Code of Ethics:

The School of Health Sciences subscribes to the "Code of Student Conduct" as defined in the "Students' Rights and Responsibilities" section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the OT profession.

HIPAA:

The Francis Marion University Occupational Therapy Program is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is important to remember to be compliant with the HIPPA rules in class as well as in clinic.

Definition of Unprofessional Behavior:

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate

productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior:

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences' student towards another student, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic advisor. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Department Chair and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

****All academic warnings are cumulative throughout the program.**

Computer Use:

Because computers are an essential learning tool, every student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)

- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable. All devices must have at least a 90-minute battery capacity when fully charged, since some classrooms do not provide individual electrical outlets for students. Personal handheld devices are recommended that can download eBooks for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

| CONTENT INFORMATION Topical Outline | | | |
|--|--|---|--|
| Week | Lab Topics | Resources | Evaluation Methods |
| 1 | Syllabus Expectations Developing Peer Modules Teams | Coffelt, K. J., & Gabriel, L. S. (2017). Schultz-Krohn, W., Robinson, M., Rioux, J., Boehne, T., Guiffrida, C., James, A., Mills, T., Nelson, C., Nonadillada, J., & Amini, D. (2017) | |
| 2 | Components of life-long learning and professional development plans. | Willard and Spackman Chapter 70 Ezzamel, S. (2013). Yanning Yan, Sinclair, K., & Penman, M. (2012). | |
| 3 | Event Planning Consulting | Willard and Spackman Chapter 73 | |
| 4 | Workshop Materials Development | Holland, A. (2018). | |
| 5 | AOTA Fellowship Application Process | Di Bona, L., Field, B., Read, J., Jones, N., Fowler Davis, S., Cudd, P., & Evans, L. (2019). AOTA (2020) | |
| 6 | In Class Event Planning and Module Development | Hinojosa, J., & Tsu-Hsin Howe. (2016) | |
| 7 | No Class: FMU OT Program Spring Workshop | | Professional Development Plans Due |
| 8 | Leadership Opportunities in Professional Organizations | Guest Speaker: Board to Classroom, AOTA SCOTA Representative | Advanced Training Workshop Evaluation and Summary and Additional Certificate Due |
| 9 | Peer Module # 1 and #2 | | Peer Teaching Module |

| | | | |
|----|--|--|----------------------|
| 10 | Peer Module # 3 and #4 | | Peer Teaching Module |
| 11 | Peer Module # 5 and #6 | | Peer Teaching Module |
| 12 | Peer Module # 7 and #8 | | Peer Teaching Module |
| 13 | Peer Module # 9 and #10 | | Peer Teaching Module |
| 14 | International and Interprofessional Professional Development Options | Guest Speakers: Health Science Colleagues, Guest Speakers Brunel University Willard and Spackman page 1344 | |
| 15 | Wrap Up, Review | | |

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: Occupational Therapy/School of Health Sciences **Date** 1/12/2021

Course No. or Level: OT 753 **Title:** Scholarly Dissemination and Knowledge Translation I

Semester hours 2 Clock hours: Lecture 2 Laboratory _____

Prerequisites OT851 Co-Requisites _____

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Gitting

Provost's Signature Pete King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 753 Scholarly Dissemination and Knowledge Translation I (2) This course includes content which prepares the student to synthesize curricular projects and outcomes for presentation, publication, or program development in a variety of setting or venues. Examples include proposals for conference posters or presentations, grants, and submission to trade and scholarly journals.

- Purpose:
1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
 2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

Teaching method planned:

Teaching strategies will consist of voice-over lecture and podcasts, audio-visual aids, discussions, group work, presentations, written assignments, tests, computer-assisted instructions, observation of student performance in the lab/clinical setting, and pre- and post-conferences if applicable.

Textbook and/or materials planned (including electronic/multimedia):

Required Textbooks

Funk, S. G., & Tornquist, E. M. (2016). *Writing winning proposals for nurses and health care professionals*. New York, NY: Springer Publishing Company, LLC

Rocco, T. S., & Hatcher, T. (2011). *The Handbook of Scholarly Writing and Publishing*. San Francisco, CA: Jossey-Bass.

Brown, T. (2011). Journal Quality Metrics: Options to Consider Other Than Impact Factors. *American Journal of Occupational Therapy*, 65(3), 346–350. <https://doi-org.misericordia.idm.oclc.org/10.5014/ajot.2011.001396>

Required Articles (Listed by Week)

O'Brien, S. P., & Marken, D. (2016). Student Perceptions of Scholarly Writing. *Open Journal of Occupational Therapy (OJOT)*, 4(3), 1–17.

von Isenburg, M., Lee, L. S., & Oermann, M. H. (2017). Writing Together to Get AHEAD: an interprofessional boot camp to support scholarly writing in the health professions. *Journal of the Medical Library Association*, 105(2), 167–172.

Dirette, D. P. (2020). State of the Journal: 400,000 and Growing. *Open Journal of Occupational Therapy (OJOT)*, 8(1), 1–3.

Cahn, P. S., PhD. (2019). Onramp to Scholarship: Putting Clinical Faculty Members on the Path to Academic Productivity. *Journal of Continuing Education in the Health Professions*, 39(3), 218–222.

Gutman, S. A. (2010). Online Publication and the Impact Factor. *American Journal of Occupational Therapy*, 64(1), 7–8.

Inman, M., Blevins, A. E., Ketterman, E., & Young, K. L. (2019). Now Tell Us What You Want: Information-Seeking Habits of Health Sciences Faculty. *Medical Reference Services Quarterly*, 38(2), 131–142.

Craig, D. C. (2012). Current occupational therapy publications in home health: A scoping review. *American Journal of Occupational Therapy*, 66(3), 338–347.

Donev, D. (2015). New Developments in Publishing Related to Authorship. *Prilozi*, 35(3), 57–66.

Ghert, M. (2017). Pearls: Never Write a Research Grant Alone. *Clinical Orthopaedics & Related Research*, 475(9), 2189–2190.

Jones, H. P., McGee, R., Weber-Main, A. M., Buchwald, D. S., Manson, S. M., Vishwanatha, J. K., & Okuyemi, K. S. (2017). Enhancing research careers: an example of a US national diversity-focused, grant-writing training and coaching experiment. *BMC Proceedings*, 11, 1–10.

Robertson, L. (2018). Being Published: A Professional Life in 160,000 Words. *New Zealand Journal of Occupational Therapy*, 65(1), 4–10.

Course Content:

This course includes content which prepares the student to synthesize curricular projects and outcomes for presentation, publication, or program development in a variety of setting or venues. Examples include proposals for conference posters or presentations, grants, and submission to trade and scholarly journals.

| Course Student Learning Outcomes | Evaluation Methods |
|---|---|
| 1. Construct dissemination strategies to facilitate learning and contribute to the body of knowledge in occupational therapy and related disciplines | Grant Proposal Conference Proposal Publication Plan/Submission |
| 2. Critically evaluate educational outcomes for a variety of specific publications and/or presentations | SCOTA Conference Attendance |
| 3. Design creative, innovative and engaging knowledge translation materials for a wide variety of audiences. | Scholarly Poster |
| 4. Develop presentation materials for professional settings that are culturally responsive, ADA compliant and consistent with proposal requirements. | Conference Proposal Publication Plan/Submission |
| 5. Produce written work that meets all the standards of professional writing, including technical writing skills, the use of APA and the ability to convey a logical, sequential argument that integrates original thought with current knowledge in the field. | Grant Proposal Conference Proposal Publication Plan/Submission |
| 6. Submit a proposal for professional presentation (poster, paper or panel) in their specialty area for a national or state level conference. | Conference Proposal |
| 7. Describe the processes and strategies associated with submissions to peer-reviewed and nonrefereed journals. | Publication Plan/Submission |
| 8. Examine potential contributions and responsibilities as a reviewer, co-author or mentee to begin to enter academic publishing. | Discussions |

| | |
|--|-----------------------------|
| 9. Compare and contrast peer reviewed journals both within and outside the profession in reference to impact factors, editorial processes, types of submissions and fit with potential projects of interest. | Publication Plan/Submission |
| 10. Write a grant proposal, according to the requirements of the specific funding authority. | Grant Proposal |
| 11. Describe action that can be taken to increase the likelihood of publishing qualitative or quantitative manuscripts. | Discussions |
| 12. Describe professional expectations when communicating with editors, funding agencies and responding to feedback. | Discussions |
| Program Learning Outcomes Related to Course Content | |
| Program Outcome 9 Synthesize in-depth knowledge in a focused areas (ie; clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development) through the design and completion of a doctoral capstone and experience. | |
| Program Outcome 10 Develop competencies in knowledge translation to design client centered and occupation-based community programming, administered in therapeutic relationships, to address community needs, including the PeeDee region. | |
| Program Outcome 11 Demonstrate competence in the application of entry level and advanced clinical skills and technologies in accordance with standards of practice including precautions, contraindications and safety requirements. | |

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Scholarly Dissemination and Knowledge Translation I
Course Number: OT 753
Credit Hours: 2
Semester: Spring Year 3

Pre-requisites: OT 851
Co-requisites:

Course Coordinator: TBD
Office Number:
Office Phone:
E-mail:
Office hours:

Course Description:

This course includes content which prepares the student to synthesize curricular projects and outcomes for presentation, publication, or program development in a variety of setting or venues. Examples include proposals for conference posters or presentations, grants, and submission to trade and scholarly journals.

| Course Student Learning Outcomes | Evaluation Methods |
|--|---|
| 1. Construct dissemination strategies to facilitate learning and contribute to the body of knowledge in occupational therapy and related disciplines | Grant Proposal Conference Proposal Publication Plan/Submission |
| 2. Critically evaluate educational outcomes for a variety of specific publications and/or presentations | SCOTA Conference Attendance |
| 3. Design creative, innovative and engaging knowledge translation materials for a wide variety of audiences. | Scholarly Poster |
| 4. Develop presentation materials for professional settings that are culturally responsive, ADA compliant and consistent with proposal requirements. | Conference Proposal Publication Plan/Submission |

| | |
|--|---|
| 5. Produce written work that meets all the standards of professional writing, including technical writing skills, the use of APA and the ability to convey a logical, sequential argument that integrates original thought with current knowledge in the field. | Grant Proposal Conference Proposal Publication Plan/Submission |
| 6. Submit a proposal for professional presentation (poster, paper or panel) in their specialty area for a national or state level conference. | Conference Proposal |
| 7. Describe the processes and strategies associated with submissions to peer-reviewed and nonrefereed journals. | Publication Plan/Submission |
| 8. Examine potential contributions and responsibilities as a reviewer, co-author or mentee to begin to enter academic publishing. | Discussions |
| 9. Compare and contrast peer reviewed journals both within and outside the profession in reference to impact factors, editorial processes, types of submissions and fit with potential projects of interest. | Publication Plan/Submission |
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| Program Outcome 11 Demonstrate competence in the application of entry level and advanced clinical skills and technologies in accordance with standards of practice including precautions, contraindications and safety requirements. | |

Teaching/Learning Strategies:

Teaching strategies will consist of voice-over lecture and podcasts, audio-visual aids, discussions, group work, presentations, written assignments, tests, computer-assisted instructions, observation of student performance in the lab/clinical setting, and pre- and post-conferences if applicable.

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| B+ | 89-92 |
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| C | 77-80 |
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Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

Classroom Evaluation Methods:

| Assignments | Percent |
|---|----------------|
| Publication Plan For this assignment you are to: <ol style="list-style-type: none">1. decide on an area you would like to write about based upon scholarly work in the OTD program2. develop an argument3. decide where to submit your publication4. find a model article and potential list of resources5. develop an abstract6. develop an outline7. develop a timeline for completion Items 1-4 are due as “Pre-Plan” and Items 5-6 are due as “Outline”. You will hand in your publication plan (summarized) on a PPT slide in the format of a professional poster presentation. | 30 |
| SCOTA Conference Develop a 3-4 page summary of how you saw varied educational outcomes achieved via the different presentation formats. Discuss elements to incorporate in your Capstone Conference next semester. | 10 |
| Conference Proposal Students are to identify a conference that they would like to develop a proposal for. Since many conferences (such as OTA) may not be currently have a call for proposals out, you can base your proposal on the format on Blackboard from last year’s Call for Papers. SCOTA, AOTA, and WFOT are all likely options, but you may also consider some OT International Conferences such as COTEC-ENOTHE, or conferences in related disciplines. You must hand in the proposal submission according to the guidelines established by the conference. | 20 |
| Grant Proposal Investigate the Pee Dee Partnership at https://florencelibrary.org/pee-dee-partnership/ . Complete a scan of the area to identify non-profit grant funders in the region, and bring the grant application to class during the first 5 sessions to be approved. If approved by the instructor you can move forward and use those guidelines to develop your grant proposal. You are not required to actually submit the proposal, but it will be graded according to the rubric, for accuracy and completeness. | 40 |

ACADEMIC INFORMATION

Attendance Policy:

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than fifteen percent (15%) of required sessions during accelerated semesters, a grade of “F” or “W” will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

Online participation is necessary for any courses offered online.

Test Taking Guidelines:

Before each quiz/test/exam students will:

- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic zero “0”.
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

Written Paper Requirements:

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learn System unless instructed otherwise.

E-mail:

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email

students within 24 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

Social Networking Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and/or pictures about the FMU OT program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy:

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University’s Title IX Coordinator (titleixcoordinator@fmarion.edu)

Student Responsibilities:

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, and the *University Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Americans with Disabilities Act (ADA):

If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center. Accommodations will be made with proper documentation from the University Counseling and Testing Center. The student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the student would like to use the accommodations. If at any time during the semester the student’s accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Grievance Procedure:

The Department of Occupational Therapy adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the OT program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*.

Guidelines for Faculty Appointments:

All faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible, the student may request the faculty to meet at another time.

Academic Dishonesty:

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Code of Ethics:

The School of Health Sciences subscribes to the “Code of Student Conduct” as defined in the “Students’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook* and *Catalog (current editions)*. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the OT profession.

HIPAA:

The Francis Marion University Occupational Therapy Program is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is important to remember to be compliant with the HIPAA rules in class as well as in clinic.

Definition of Unprofessional Behavior:

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior

- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior:

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences' student towards another student, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic advisor. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Department Chair and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

****All academic warnings are cumulative throughout the program.**

Computer Use:

Because computers are an essential learning tool, every student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)
- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable. All devices must have at least a 90-minute battery capacity when fully charged, since some classrooms do not provide individual electrical outlets for students. Personal handheld devices are recommended that can download eBooks for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

CONTENT INFORMATION

Topical Outline:

| Week | Content | Resources | Evaluation |
|------|--|---|---|
| 1 | Processes and Strategies for Publishing in Peer Reviewed and Non-Refereed Journals | Hatcher (2011) Chapter 1, 2 O'Brien, S. P., & Marken, D. (2016). | |
| 2 | Wisdom Regarding Writing | Hatcher (2011) Chapter 3 Panel of Faculty von Isenburg, M., Lee, L. S., & Oermann, M. H. (2017) | |
| 3 | Reviewing Journal Articles for Style | Hatcher (2011) Chapter 4 Dirette, D. P. (2020). | Publication PrePlan |
| 4 | Comparisons of Publication Guidelines | Cahn, P. S.. (2019). | |
| 5 | Writing Editorials, Position Papers, Book Reviews | Hatcher (2011) Chapter 15 and 16 Gutman, S. A. (2010). | |
| 6 | Increasing the Odds for Publication | Hatcher (2011) Chapter 12, 13 Inman, M., Blevins, A. E., Ketterman, E., & Young, K. L. (2019) | Publication Outline |
| 7 | Grant Writing | Funk & Tornquist (2016) Chapters 5-9 | |
| 8 | Grant Writing | Funk & Tornquist (2016) Chapters 5-9 Ghert, M. (2017). | |
| 9 | Presenting Posters and Podium Presentations Developing Conference Proposals | Donev, D. (2015). | Publication "Poster" to share with class. |
| 10 | Presenting Posters and Podium Presentations | Craig, D. C. (2012). | Conference Proposal Due |
| 11 | Addressing Feedback Participating in Review Processes | Hatcher (2011) Chapter 17, 18 | |

| | | | |
|----|---|--|---------------------|
| 12 | Collaboration: Working as Team, Finding a Mentor Authorship Issues | Hatcher (2011) Chapter 20, 21 Jones, H. P., McGee, R., Weber- Main, A. M., Buchwald, D. S., Manson, S. M., Vishwanatha, J. K., & Okuyemi, K. S. (2017). | |
| 13 | Peer Review Session: Constructive Criticism | Hatcher (2011) Chapter 17, 18 | Grant Proposal due. |
| 14 | Strategies for Making Scholarship an Occupation | Robertson (2018) | |
| 15 | Review | | |

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: Occupational Therapy/School of Health Sciences **Date** 1/12/2021

Course No. or Level: OT 754 **Title:** Scholarly Dissemination and Knowledge Translation II (Online)

Semester hours 1 Clock hours: Lecture 1 Laboratory _____

Prerequisites OT 753 Co-Requisites OT 890

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Sittings

Provost's Signature Peter King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 754 Scholarly Dissemination and Knowledge Translation II (1) A scholarly presentation of the capstone project and experience is prepared and finalized concurrent with completion of the Doctoral Capstone Experience. A Capstone Conference at the completion of the doctoral experience provides an opportunity for graduating doctoral students to share their capstone project with the FMU community.

- Purpose:
1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
 2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

Teaching method planned:

Independent work with Faculty Capstone Mentor advisement.

Textbook and/or materials planned (including electronic/multimedia):

Required Textbooks:

Deluliis, E. D., & Bednarski, J. A. (2020). *The entry level occupational therapy doctorate capstone: A framework for the experience and project*. Thorofare, NJ: SLACK Incorporated.

Funk, S. G., & Tornquist, E. M. (2016). *Writing winning proposals for nurses and health care professionals*. New York, NY: Springer Publishing Company, LLC

Course Content:

A scholarly presentation of the capstone project and experience is prepared and finalized concurrent with completion of the Doctoral Capstone Experience. A Capstone Conference at the completion of the doctoral experience provides an opportunity for graduating doctoral students to share their capstone project with the FMU community.

| Course Student Learning Outcomes | Evaluation Methods |
|--|----------------------------------|
| 1. Disseminate key features of the capstone project and capstone experience in a forum that simulates a professional conference context. (ACOTE 2018 Standard D 1.8) | Capstone Conference Presentation |
| 2. Present the capstone project manuscript according to institutional guidelines for doctoral work. | Doctoral Capstone Manuscript |
| Program Outcome 8. Be proficient in evaluating designing, applying and translating scholarly research and knowledge to support occupational therapy practice and serve as a foundation for professional development and lifelong learning. | |
| Program Outcome 9. Synthesize in-depth knowledge in a focused area (ie; clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development) through the design and completion of a doctoral capstone and experience. | |

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Scholarly Dissemination and Knowledge Translation II (Online)
Course Number: OT 754
Credit Hours: 1
Semester: Summer Year 3

Pre-requisites: OTD 753
Co-requisites: OTD 890

Course Coordinator: TBD

Office Number:

Office Phone:

E-mail:

Office hours:

Course Description:

A scholarly presentation of the capstone project and experience is prepared and finalized concurrent with completion of the Doctoral Capstone Experience. A Capstone Conference at the completion of the doctoral experience provides an opportunity for graduating doctoral students to share their capstone project with the FMU community.

| Course Student Learning Outcomes | Evaluation Methods |
|--|----------------------------------|
| 1. Disseminate key features of the capstone project and capstone experience in a forum that simulates a professional conference context. (ACOTE 2018 Standard D 1.8) | Capstone Conference Presentation |
| 2. Present the capstone project manuscript according to institutional guidelines for doctoral work. | Doctoral Capstone Manuscript |
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| Program Outcome 9. Synthesize in-depth knowledge in a focused area (ie; clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development) through the design and completion of a doctoral capstone and experience. | |

Teaching/Learning Strategies:

Independent work with Faculty Capstone Mentor advisement.

Required Textbooks:

Deluliis, E. D., & Bednarski, J. A. (2020). *The entry level occupational therapy doctorate capstone: A framework for the experience and project*. Thorofare, NJ: SLACK Incorporated.

Funk, S. G., & Tornquist, E. M. (2016). *Writing winning proposals for nurses and health care professionals*. New York, NY: Springer Publishing Company, LLC

Methods of Evaluation:

In order to progress in the OT program, the student must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog, current edition*).

Classroom Evaluation Methods:

| Assignments | Percent |
|--|---------|
| Capstone Conference Presentation The Capstone Presentation will be a 15-minute podium presentation summarizing the key objectives of the capstone project and associated experience, and the manner in which those objectives were achieved. It should convey how the project required in depth synthesis of advanced knowledge in a specific area of practice. | 20 |
| Doctoral Capstone Manuscript The capstone manuscript is the final documentation of the student's capstone <u>project</u> and is written in a manner and style similar to a health sciences manuscript for publication. The capstone manuscript focuses on the student capstone project, and is not inclusive of the entire capstone experience. An index for the Doctoral Capstone Manuscript will be provided in the FMU Occupational Therapy Program Doctoral Capstone Manual. | 80 |

Classroom Grading Scale:

| Alphabetic | Raw Score |
|------------|-------------|
| A | 93-100 |
| B+ | 89-92 |
| B | 85-88 |
| C+ | 81-84 |
| C | 77-80 |
| F | 76 or below |

Rounding:

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

ACADEMIC INFORMATION**Attendance Policy:**

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than fifteen percent (15%) of required sessions during accelerated semesters, a grade of “F” or “W” will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

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Test Taking Guidelines:

Before each quiz/test/exam students will:

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Written Paper Requirements:

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
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Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, and the *University Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Americans with Disabilities Act (ADA):

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Grievance Procedure:

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Code of Ethics:

The School of Health Sciences subscribes to the “Code of Student Conduct” as defined in the “Students’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the OT profession.

HIPAA:

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Definition of Unprofessional Behavior:

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others

- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior:

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences' student towards another student, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic advisor. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Department Chair and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

****All academic warnings are cumulative throughout the program.**

Computer Use:

Because computers are an essential learning tool, every student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)
- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable. All devices must have at least a 90-minute battery capacity when fully charged, since some classrooms do not provide individual electrical outlets for students. Personal handheld devices are recommended that can download eBooks for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

CONTENT INFORMATION

| Week | Content | Evaluation |
|-------------|---|--|
| 1 | Establish contact with Faculty Capstone Mentor | |
| 4 | Blackboard Online Session with Capstone Mentor | Capstone Manuscript Part I, II and III |
| 7 | Blackboard Online Session with Capstone Mentor | Final draft of Capstone Manuscript |
| 11 | Blackboard Online Session with Capstone Mentor | Final draft of Capstone Presentation. Final copy of Capstone Manuscript |
| 13 | Blackboard Online Session with Capstone Mentor | |
| 15 | Review, Wrap Up | |

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: Occupational Therapy/School of Health Sciences Date 1/12/2021

Course No. or Level: OT 850 Title: Level II Fieldwork A

Semester hours 10 Clock hours: Lecture _____ Laboratory 10

Prerequisites OT 612, OT 613 Co-Requisites _____

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Bittins

Provost's Signature Pete King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 850 Level II Fieldwork A (10) This in-depth 12-week experiential course requires occupational therapy students to deliver occupational therapy services to clients under the supervision of an approved fieldwork educator with the outcome of producing a competent, entry-level, generalist occupational therapist who integrates evidence, clinical reasoning, and interprofessionalism in the delivery of client-centered, occupation-focused interventions. Communication with university faculty may occur through learning platforms throughout the experience as necessary.

- Purpose:
1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
 2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

Teaching method planned:

Teaching strategies will consist of Level II experiences, discussion on Blackboard, and assigned readings.

Textbook and/or materials planned (including electronic/multimedia):

All curriculum textbooks as necessary to support experiences.

Course Content:

This in-depth 12-week experiential course requires occupational therapy students to deliver occupational therapy services to clients under the supervision of an approved fieldwork educator with the outcome of producing a competent, entry-level, generalist occupational therapist who integrates evidence, clinical reasoning, and interprofessionalism in the delivery of client-centered, occupation focused interventions. Communication with university faculty may occur through learning platforms throughout the experience as necessary.

Course Student learning outcomes include the objectives from the AOTA Level II Fieldwork Performance Evaluation (2020) (objectives 1-36), as well as FMU program outcomes that reflect entry level practice student clinical competencies. Level II Fieldwork sites are invited to approve and collaborate on objectives for the Level II fieldwork in accordance with ACOTE 2018 Standard C1.3. If the following objectives require modification by the Level II FW site, revisions will be reviewed by the AFWC for curricular consistency, and provided to the student as an appendix to this syllabus prior to beginning the Level II experience.

| Course Student Learning Outcomes | Evaluation Methods |
|---|--|
| 1. Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations. | AOTA Level II Fieldwork Performance Evaluation |
| 2. Adheres to safety regulations and reports/documents incidents appropriately | AOTA Level II Fieldwork Performance Evaluation |
| 3. Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents. | AOTA Level II Fieldwork Performance Evaluation |
| 4. Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately. | AOTA Level II Fieldwork Performance Evaluation |
| 5. Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately. | AOTA Level II Fieldwork Performance Evaluation |
| 6. Articulates the role of the practitioner and the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately. | AOTA Level II Fieldwork Performance Evaluation |

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| 7. Articulates a clear and logical rationale for the evaluation process based on client information, contexts, theories, frames of reference, and/or practice models. | AOTA Level II Fieldwork Performance Evaluation |
| 8. Obtains sufficient and necessary information from relevant sources throughout the evaluation process. | AOTA Level II Fieldwork Performance Evaluation |
| 9. Selects relevant screening and assessment tools based on various factors. | AOTA Level II Fieldwork Performance Evaluation |
| 10. Determines the client's occupational profile and occupational performance through interview and other appropriate evaluation methods. | AOTA Level II Fieldwork Performance Evaluation |
| 11. Evaluates and analyzes client factors and contexts that support or hinder occupational performance. | AOTA Level II Fieldwork Performance Evaluation |

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Level II Fieldwork A
Course Number: OT 850
Credit Hours: 10
Semester: Spring Year II

Pre-requisites: OT 612, OT 613

Co-requisites:

Course Coordinator: TBD

Office Number:

Office Phone:

E-mail:

Office hours:

Course Description: This in-depth 12-week experiential course requires occupational therapy students to deliver occupational therapy services to clients under the supervision of an approved fieldwork educator with the outcome of producing a competent, entry-level, generalist occupational therapist who integrates evidence, clinical reasoning, and interprofessionalism in the delivery of client-centered, occupation focused interventions. Communication with university faculty may occur through learning platforms throughout the experience as necessary.

Course Student learning outcomes include the objectives from the AOTA Level II Fieldwork Performance Evaluation (2020) (objectives 1-36), as well as FMU program outcomes that reflect entry level practice student clinical competencies. Level II Fieldwork sites are invited to approve and collaborate on objectives for the Level II fieldwork in accordance with ACOTE 2018 Standard C1.3. If the following objectives require modification by the Level II FW site, revisions will be reviewed by the AFWC for curricular consistency, and provided to the student as an appendix to this syllabus prior to beginning the Level II experience.

| Course Student Learning Outcomes | Evaluation Methods |
|--|--|
| 1. Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations. | AOTA Level II Fieldwork Performance Evaluation |
| 2. Adheres to safety regulations and reports/documents incidents appropriately | AOTA Level II Fieldwork Performance Evaluation |

| | |
|---|--|
| 3. Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents. | AOTA Level II Fieldwork Performance Evaluation |
| 4. Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately. | AOTA Level II Fieldwork Performance Evaluation |
| 5. Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately. | AOTA Level II Fieldwork Performance Evaluation |
| 6. Articulates the role of the practitioner and the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately. | AOTA Level II Fieldwork Performance Evaluation |
| 7. Articulates a clear and logical rationale for the evaluation process based on client information, contexts, theories, frames of reference, and/or practice models. | AOTA Level II Fieldwork Performance Evaluation |
| 8. Obtains sufficient and necessary information from relevant sources throughout the evaluation process. | AOTA Level II Fieldwork Performance Evaluation |
| 9. Selects relevant screening and assessment tools based on various factors. | AOTA Level II Fieldwork Performance Evaluation |
| 10. Determines the client's occupational profile and occupational performance through interview and other appropriate evaluation methods. | AOTA Level II Fieldwork Performance Evaluation |
| 11. Evaluates and analyzes client factors and contexts that support or hinder occupational performance. | AOTA Level II Fieldwork Performance Evaluation |
| 12. Administers standardized and non-standardized assessments and surveys accurately | AOTA Level II Fieldwork Performance Evaluation |
| 13. Modifies evaluation procedures based on client factors and contexts. | AOTA Level II Fieldwork Performance Evaluation |
| 14. Interprets evaluation results to determine the client's occupational performance strengths and challenges. | AOTA Level II Fieldwork Performance Evaluation |
| 15. Synthesizes and documents the results of the evaluation process clearly, accurately, and concisely, using systematic methods to record the client's occupational performance. | AOTA Level II Fieldwork Performance Evaluation |

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| 16. Articulates a clear and logical rationale for the intervention process based on the evaluation results, contexts, theories, frames of reference, practice models, and evidence. | AOTA Level II Fieldwork Performance Evaluation |
| 17. Establishes an accurate and appropriate client-centered plan based on the evaluation results, contexts, theories, frames of reference, and/or practice models. | AOTA Level II Fieldwork Performance Evaluation |
| 18. Uses evidence from research and relevant resources to make informed intervention decisions. | AOTA Level II Fieldwork Performance Evaluation |
| 19. Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals that support targeted outcomes. | AOTA Level II Fieldwork Performance Evaluation |
| 20. Implements client-centered and occupation-based intervention plans. | AOTA Level II Fieldwork Performance Evaluation |
| 21. Modifies task and/or environment to maximize the client's performance. | AOTA Level II Fieldwork Performance Evaluation |
| 22. Modifies the intervention plan and determines the need for continuation or discontinuation of services based on the client's status. | AOTA Level II Fieldwork Performance Evaluation |
| 23. Documents the client's response to services in a manner that demonstrates the effectiveness of interventions. | AOTA Level II Fieldwork Performance Evaluation |
| 24. Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to the occupational therapy assistant, occupational therapy aide, or others to whom responsibilities might be assigned, while remaining responsible for all aspects of treatment. | AOTA Level II Fieldwork Performance Evaluation |
| 25. Demonstrates through practice or discussion an understanding of costs and funding | AOTA Level II Fieldwork Performance Evaluation |
| 26. Demonstrates knowledge about the organization. | AOTA Level II Fieldwork Performance Evaluation |
| 27. Meets productivity standards or volume of work expected of occupational therapy students. | AOTA Level II Fieldwork Performance Evaluation |
| 28. Communicates clearly and effectively, both verbally and nonverbally. | AOTA Level II Fieldwork Performance Evaluation |

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| 29. Produces clear and accurate documentation. | AOTA Level II Fieldwork Performance Evaluation |
| 30. Collaborates with fieldwork educator(s) to maximize the learning experience. | AOTA Level II Fieldwork Performance Evaluation |
| 31. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others. | AOTA Level II Fieldwork Performance Evaluation |
| 32. Responds constructively to feedback in a timely manner | AOTA Level II Fieldwork Performance Evaluation |
| 33. Demonstrates consistent and acceptable work behaviors | AOTA Level II Fieldwork Performance Evaluation |
| 34. Demonstrates effective time management. | AOTA Level II Fieldwork Performance Evaluation |
| 35. Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others. | AOTA Level II Fieldwork Performance Evaluation |
| 36. Demonstrates respect for diversity factors of others. | AOTA Level II Fieldwork Performance Evaluation |
| 37. Addresses each client holistically, including incorporation of psychosocial factors. | AOTA Level II Fieldwork Performance Evaluation |
| FMU Program Learning Outcomes Related to Course Content | |
| 38. Program Outcome 2. Demonstrate entry-level competence as a generalist utilizing occupation- based practice in a client centered manner, with broad exposure to delivery models and systems in traditional and emerging practice settings | Discussion Posting |
| 39. Program Outcome 3. Be prepared to select and apply evidence-based evaluations and interventions, founded in theory and articulated to individuals utilizing principles of health literacy to achieve expected outcomes related to occupation | Discussion Posting |
| 40. Program Outcome 4. Analyze and apply occupations and adaptation in accordance with the Occupational Therapy Practice Framework with persons, groups, and populations to promote wellness and/or address limitations due to developmental or medical conditions, disease, injury or any | Discussion Posting |

| | |
|--|--------------------|
| situation impacting desired agency in occupational performance. | |
| 41. Program Outcome 5. Demonstrate actions that reflect respect for diversity, ethical standards and individual agency and autonomy in each professional, interprofessional and therapeutic relationship. | Discussion Posting |
| 42. Program Outcome 8. Be proficient in evaluating designing, applying and translating scholarly research and knowledge to support occupational therapy practice and serve as a foundation for professional development and lifelong learning. | Discussion Posting |

Teaching/Learning Strategies:

Teaching strategies will consist of Level II experiences, discussion on Blackboard, and assigned readings.

Required Textbooks

All curriculum textbooks as necessary to support experiences.

Required Articles

AOTA (2012). Fieldwork Level II and occupational therapy students: A position paper *American Journal of Occupational Therapy*, 66 (6).

American Occupational Therapy Association (2009). Guidelines for supervision, roles, and responsibilities during the delivery of occupational therapy services. Retrieved from <http://www.aota.org/practitioners/official/guidelines/36202.aspx?ft=.pdf>

American Occupational Therapy Association (2010). Occupational therapy services in the promotion of psychological and social aspects of mental health. *American Journal of Occupational Therapy*, 64 (6, suppl), S78-S91. doi:10.5014/ajot.2010.64S78

OT 850/851 Level II Grading Procedure:

The grading for all fieldwork is done on a Satisfactory/Unsatisfactory basis. In order to receive a grade of "Satisfactory" the student must fulfill the following requirements:

1. Attendance on all scheduled site dates. Absences for significant reasons must be approved by the site supervisor and the AFWC, and that time must be made up. Failure to notify the AFWC of absences or changes to the schedule jeopardizes satisfactory completion of your fieldwork.
2. Successful completion of all assignments and requirements designated by the onsite Fieldwork Educator and AFWC.
 - a. Submission of Midterm Documents: Level II Student Evaluation of Fieldwork Experience and AOTA Level II Student Fieldwork Evaluation Midterm. If a minimum score of 85 is not achieved on the AOTA Level II Fieldwork Evaluation Midterm, the AFWC, student and fieldwork supervisor will meet to establish a Learning Contract that provides clear expectations for how the student can bridge the current deficiencies to work towards attaining satisfactory performance by the end of the experience.
 - b. Participation in online discussions on Blackboard. Students are required to log onto the OT 850 Blackboard course the first week of Level II fieldwork. Every other week, the student will be responsible for posting a response to the AFWC's question or statement. Students must check the Blackboard Discussion Board on Monday evening of each discussion week and are required to submit a posting by Sunday evening at 9:00 pm of that week. Discussion Board topics will vary.
 - c. Submission of Final Documents: Completed Level II Student Evaluation of Fieldwork Experience (SEFWEJ), Final AOTA Level II Fieldwork Performance Evaluation. If a student does not meet the criteria for passing the AOTA Level II Fieldwork Evaluation Final, the AFWC and site supervisor will discuss areas of deficiency.

| Alphabetic | AOTA Level II Student Fieldwork Evaluation |
|-------------------|---|
| S | <ol style="list-style-type: none">1. A score of 3 or higher on the items #1, #2 and # 3.2. A total score of 111 or higher3. No item scored below a 2. |

The final determination of a Pass/Fail grade for OT 850 or OT 851 Level II Fieldwork rests with the FMU AFWC.

ACADEMIC INFORMATION

E-mail:

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

Social Networking Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and/or pictures about the FMU OT program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy:

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University’s Title IX Coordinator (titleixcoordinator@fmarion.edu)

Student Responsibilities:

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, and the *University Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Americans with Disabilities Act (ADA):

If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center. Accommodations will be made with proper documentation from the University Counseling and Testing Center. The student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the student would like to use the accommodations. If at any time during the semester the student’s accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Grievance Procedure:

The Department of Occupational Therapy adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the OT program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*.

Guidelines for Faculty Appointments:

All faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible, the student may request the faculty to meet at another time.

Academic Dishonesty:

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Code of Ethics:

The School of Health Sciences subscribes to the “Code of Student Conduct” as defined in the “Students’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the OT profession.

HIPAA:

The Francis Marion University Occupational Therapy Program is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is important to remember to be compliant with the HIPAA rules in class as well as in clinic.

Definition of Unprofessional Behavior:

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment

- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior:

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences' student towards another student, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic advisor. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Department Chair and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

****All academic warnings are cumulative throughout the program.**

Computer Use:

Because computers are an essential learning tool, every student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)
- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable. All devices must have at least a 90-minute battery capacity when fully charged, since some classrooms do not provide individual electrical outlets for students. Personal handheld devices are recommended that can download eBooks for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

CONTENT INFORMATION

*Topic outline to be determined by off-site fieldwork educator. Please see below for when assignments and weekly blackboard postings are due.

| Week | Assignments Due |
|------|---|
| 1 | Blackboard Discussion Board Post Due: Knowledge and Skill Acquisition |
| 3 | Blackboard Discussion Board Post Due: Supervision, Ethics |
| 5 | Blackboard Discussion Board Post Due: Evidence Based Practice and Knowledge Translation |
| 7 | Blackboard Discussion Board Post Due: Therapeutic Use of Self AOTA Level II Fieldwork Performance Evaluation for The Occupational Therapy Student completed by the AFWE |
| 9 | Blackboard Discussion Board Post Due: Working with the Interdisciplinary team & COTA |
| 11 | Blackboard Discussion Board Post Due: Psychosocial Factors Level II Student Self-Evaluation using the AOTA Level II Fieldwork Performance Evaluation for The Occupational Therapy Student Due as on Online Assignment to Course Instructor and Academic Coordinator of Fieldwork Education |
| 12 | Complete: 1. AOTA Level II Fieldwork Performance Evaluation For The Occupational Therapy Student 2. AOTA Student Evaluation of Fieldwork Experience |

Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student (Revised in 2020)

| FUNDAMENTALS OF PRACTICE | |
|--------------------------|---|
| 1 | Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations. Examples: Medicare, Medicaid, client privacy, social media, human subject research |
| 2 | Adheres to safety regulations and reports/documents incidents appropriately. Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures |
| 3 | Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents. Examples: body mechanics, medical safety, equipment safety, client-specific precautions, contraindications, community safety |
| BASIC TENETS | |
| 4 | Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public |
| 5 | Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public |
| 6 | Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public |
| SCREENING AND EVALUATION | |
| 7 | Articulates a clear and logical rationale for the evaluation process based on client information, contexts, theories, frames of reference, and/or practice models. |
| 8 | Obtains sufficient and necessary information from relevant sources throughout the evaluation process. Examples: record or chart review, client, family, caregivers, service providers |
| 9 | Selects relevant screening and assessment tools based on various factors. Examples: Psychosocial factors, client priorities, needs, and concerns about occupational performance and participation, theoretical support, evidence, practice context, funding sources, cultural relevance |
| 10 | Determines the client's occupational profile and occupational performance through interview and other appropriate evaluation methods. Occupational profile: Summary of the client's occupational history and experiences, patterns |

| | |
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| | <p>of daily living, interests, values, and needs.</p> <p>Occupational performance: Act of doing and accomplishing a selected action (performance skill), activity, or occupation that results from the dynamic transaction among the client, the context, and the activity. Improving or enabling skills and patterns in occupational performance leads to engagement in occupations or activities.</p> |
| 11 | <p>Evaluates and analyzes client factors and contexts that support or hinder occupational performance.</p> <p>Client factors: Specific capacities, characteristics, or beliefs that reside within the person and that influence performance in occupations. Client factors include values, beliefs, and spirituality; body functions (includes psychological functions); and body structures.</p> <p>Contexts: Variety of interrelated conditions within and surrounding the client that influence performance, including cultural, personal, physical, social, temporal, and virtual contexts.</p> <p>Includes the consideration of all client centered components including psychosocial factors</p> |
| 12 | <p>Administers standardized and non-standardized assessments and surveys accurately and efficiently to ensure findings are valid and reliable.</p> <p>Examples: follows assessment protocols, adheres to time guidelines</p> |
| 13 | <p>Modifies evaluation procedures based on client factors and contexts.</p> <p>Examples: uses a quiet space, breaks up evaluation into smaller parts, provides multisensory instructions</p> |
| 14 | <p>Interprets evaluation results to determine the client's occupational performance strengths and challenges.</p> |
| 15 | <p>Synthesizes and documents the results of the evaluation process clearly, accurately, and concisely, using systematic methods to record the client's occupational performance.</p> |
| INTERVENTION | |
| 16 | <p>Articulates a clear and logical rationale for the intervention process based on the evaluation results, contexts, theories, frames of reference, practice models, and evidence.</p> |
| 17 | <p>Establishes an accurate and appropriate client-centered plan based on the evaluation results, contexts, theories, frames of reference, and/or practice models.</p> <p>Examples: creates relevant and measurable goals in collaboration with the client and/or family/caregivers; recommends additional consultation and referrals</p> |
| 18 | <p>Uses evidence from research and relevant resources to make informed intervention decisions.</p> |
| 19 | <p>Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals that support targeted outcomes.</p> <p>Includes the consideration of all client centered components including psychosocial factors</p> |
| 20 | <p>Implements client-centered and occupation-based intervention plans.</p> |

| | |
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| | Includes the consideration of all client centered components including psychosocial factors |
| 21 | Chooses and, if needed, modifies intervention approach to achieve established goals that support targeted outcomes. Examples: prevention, restoration, maintenance, promotion |
| 22 | Modifies task and/or environment to maximize the client's performance. Examples: upgrades/downgrades task; arranges client's workspace for optimal performance |
| 23 | Modifies the intervention plan and determines the need for continuation or discontinuation of services based on the client's status. |
| 24 | Documents the client's response to services in a manner that demonstrates the effectiveness of interventions. |
| MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES | |
| 25 | Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to the occupational therapy assistant, occupational therapy aide, or others to whom responsibilities might be assigned, while remaining responsible for all aspects of treatment. Examples: paraprofessionals, nurses' aides, volunteers |
| 26 | Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers. Examples: billing for OT services, inventory and ordering of supplies for OT services, and options for client procurement of adaptive equipment |
| 27 | Demonstrates knowledge about the organization. Examples: mission and vision, accreditation status, licensing, specialty certifications |
| 28 | Meets productivity standards or volume of work expected of occupational therapy students. |
| COMMUNICATION AND PROFESSIONAL BEHAVIORS | |
| 29 | Communicates clearly and effectively, both verbally and nonverbally. Examples: clients, families, caregivers, colleagues, service providers, administration, the public |
| 30 | Produces clear and accurate documentation. Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements |
| 31 | Collaborates with fieldwork educator(s) to maximize the learning experience. Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges |
| 32 | Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others. |
| 33 | Responds constructively to feedback in a timely manner. |
| 34 | Demonstrates consistent and acceptable work behaviors. |

| | |
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| | Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance |
| 35 | Demonstrates effective time management. Examples: plans ahead, adheres to schedules, completes work in expected timeframe |
| 36 | Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others. |
| 37 | Demonstrates respect for diversity factors of others. Examples: culture, socioeconomic status, beliefs, identity |

Fieldwork Performance Evaluation (FWPE) Rating Scoring Guide (Revised in 2020)

Rating Scale

- 4- Exemplary performance
- 3- Proficient performance
- 2- Emerging performance
- 1- Unsatisfactory performance

Rating scale definitions

| | |
|-----------------------------------|---|
| Exemplary performance | Demonstrates satisfactory competence in specific skills consistently; demonstrates substantial breadth and depth in understanding and/or skillful application of fundamental knowledge and skills. |
| Proficient performance | Demonstrates satisfactory competence in specific skills; demonstrates adequate understanding and/or application of fundamental knowledge and skills. |
| Emerging performance | Demonstrates limited competence in specific skills (inconsistencies may be evident); demonstrates limited understanding and/or application of fundamental knowledge and skills (displays some gaps and/or inaccuracies). |
| Unsatisfactory performance | Fails to demonstrate competence in specific skills; performs in an inappropriate manner; demonstrates inadequate understanding and/or application of fundamental knowledge and skills; (demonstrates significant gaps and/or inaccuracies). |

FWPE for OTS Scoring:

- All items included must be scored to receive a Pass on the FWPE for OTS
- A sum score of 111 or higher will be required to receive a Pass on the FWPE for OTS
- A score of 3 or higher on the items
 - # 1 (Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations),
 - # 2 (Adheres to safety regulations and reports/documents incidents appropriately), and

- # 3 (Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents) will all be required to receive a Pass on the FWPE for OTS
- Scores of 1 on any of the items is not allowed to receive a Pass on the FWPE for OTS

FWPE for OTAS Scoring:

- All items must be scored to receive for a Pass on the FWPE for OTAS
- A sum score of 91 or higher will be required to receive a Pass on the FWPE for OTAS
- A score of 3 or higher on the items
 - # 1 (Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations),
 - # 2 (Adheres to safety regulations and reports/documents incidents appropriately), and
 - # 3 (Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents) will all be required to receive a Pass on the FWPE for OTAS
- Scores of 1 on any of the items is not allowed to receive a Pass on the FWPE for OTAS

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: Occupational Therapy/School of Health Sciences Date 1/12/2021

Course No. or Level: OT 851 Title: Level II Fieldwork B

Semester hours 10 Clock hours: Lecture _____ Laboratory 10

Prerequisites OT 612, OT 613 Co-Requisites _____

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Bittling

Provost's Signature Pete King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 851 Level II Fieldwork B (10) This in-depth 12-week experiential course, in a setting complementary to OT 850, requires occupational therapy students to deliver occupational therapy services to clients under the supervision of an approved fieldwork educator with the outcome of producing a competent, entry-level, generalist occupational therapist who integrates evidence, clinical reasoning, and interprofessionalism in the delivery of client-centered, occupation-focused interventions. Communication with university faculty may occur through learning platforms throughout the experience as necessary.

- Purpose:
1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
 2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

Teaching method planned:

Teaching strategies will consist of Level II experiences, discussion on Blackboard, and assigned readings.

Textbook and/or materials planned (including electronic/multimedia):

Required Textbooks

All curriculum textbooks as necessary to support experiences.

Required Articles

AOTA (2012). Fieldwork Level II and occupational therapy students: A position paper *American Journal of Occupational Therapy*, 66 (6).

American Occupational Therapy Association (2009). Guidelines for supervision, roles, and responsibilities during the delivery of occupational therapy services. Retrieved from <http://www.aota.org/practitioners/official/guidelines/36202.aspx?ft=.pdf>

American Occupational Therapy Association (2010). Occupational therapy services in the promotion of psychological and social aspects of mental health. *American Journal of Occupational Therapy*, 64 (6, suppl), S78-S91. doi:10.5014/ajot.2010.64S78

Course Content:

This in-depth, 12-week experiential course, in a setting complementary to OT 850, requires occupational therapy students to deliver occupational therapy services to clients under the supervision of an approved fieldwork educator with the outcome of producing a competent, entry-level, generalist occupational therapist who integrates evidence, clinical reasoning, and interprofessionalism in the delivery of client-centered, occupation-focused interventions. Communication with university faculty may occur through learning platforms throughout the experience as necessary.

Course Student learning outcomes include the objectives from the AOTA Level II Fieldwork Performance Evaluation (2020) (objectives 1-36), as well as FMU program outcomes that reflect entry level practice student clinical competencies. Level II Fieldwork sites are invited to approve and collaborate on objectives for the Level II fieldwork in accordance with ACOTE 2018 Standard C1.3. If the following objectives require modification by the Level II FW site, revisions will be reviewed by the AFWC for curricular consistency, and provided to the student as an appendix to this syllabus prior to beginning the Level II experience.

| Course Student Learning Outcomes | Evaluation Methods |
|--|--|
| 1. Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations. | AOTA Level II Fieldwork Performance Evaluation |
| 2. Adheres to safety regulations and reports/documents incidents appropriately | AOTA Level II Fieldwork Performance Evaluation |

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| 3. Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents. | AOTA Level II Fieldwork Performance Evaluation |
| 4. Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately. | AOTA Level II Fieldwork Performance Evaluation |
| 5. Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately. | AOTA Level II Fieldwork Performance Evaluation |
| 6. Articulates the role of the practitioner and the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately. | AOTA Level II Fieldwork Performance Evaluation |
| 7. Articulates a clear and logical rationale for the evaluation process based on client information, contexts, theories, frames of reference, and/or practice models. | AOTA Level II Fieldwork Performance Evaluation |
| 8. Obtains sufficient and necessary information from relevant sources throughout the evaluation process. | AOTA Level II Fieldwork Performance Evaluation |
| 9. Selects relevant screening and assessment tools based on various factors. | AOTA Level II Fieldwork Performance Evaluation |
| 10. Determines the client's occupational profile and occupational performance through interview and other appropriate evaluation methods. | AOTA Level II Fieldwork Performance Evaluation |
| 11. Evaluates and analyzes client factors and contexts that support or hinder occupational performance. | AOTA Level II Fieldwork Performance Evaluation |
| 12. Administers standardized and non-standardized assessments and surveys accurately | AOTA Level II Fieldwork Performance Evaluation |
| 13. Modifies evaluation procedures based on client factors and contexts. | AOTA Level II Fieldwork Performance Evaluation |
| 14. Interprets evaluation results to determine the client's occupational performance strengths and challenges. | AOTA Level II Fieldwork Performance Evaluation |
| 15. Synthesizes and documents the results of the evaluation process clearly, accurately, and concisely, using systematic methods to record the client's occupational performance. | AOTA Level II Fieldwork Performance Evaluation |

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| 16. Articulates a clear and logical rationale for the intervention process based on the evaluation results, contexts, theories, frames of reference, practice models, and evidence. | AOTA Level II Fieldwork Performance Evaluation |
| 17. Establishes an accurate and appropriate client-centered plan based on the evaluation results, contexts, theories, frames of reference, and/or practice models. | AOTA Level II Fieldwork Performance Evaluation |
| 18. Uses evidence from research and relevant resources to make informed intervention decisions. | AOTA Level II Fieldwork Performance Evaluation |
| 19. Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals that support targeted outcomes. | AOTA Level II Fieldwork Performance Evaluation |
| 20. Implements client-centered and occupation-based intervention plans. | AOTA Level II Fieldwork Performance Evaluation |
| 21. Modifies task and/or environment to maximize the client's performance. | AOTA Level II Fieldwork Performance Evaluation |
| 22. Modifies the intervention plan and determines the need for continuation or discontinuation of services based on the client's status. | AOTA Level II Fieldwork Performance Evaluation |
| 23. Documents the client's response to services in a manner that demonstrates the effectiveness of interventions. | AOTA Level II Fieldwork Performance Evaluation |
| 24. Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to the occupational therapy assistant, occupational therapy aide, or others to whom responsibilities might be assigned, while remaining responsible for all aspects of treatment. | AOTA Level II Fieldwork Performance Evaluation |
| 25. Demonstrates through practice or discussion an understanding of costs and funding | AOTA Level II Fieldwork Performance Evaluation |
| 26. Demonstrates knowledge about the organization. | AOTA Level II Fieldwork Performance Evaluation |
| 27. Meets productivity standards or volume of work expected of occupational therapy students. | AOTA Level II Fieldwork Performance Evaluation |
| 28. Communicates clearly and effectively, both verbally and nonverbally. | AOTA Level II Fieldwork Performance Evaluation |

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| 29. Produces clear and accurate documentation. | AOTA Level II Fieldwork Performance Evaluation |
| 30. Collaborates with fieldwork educator(s) to maximize the learning experience. | AOTA Level II Fieldwork Performance Evaluation |
| 31. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others. | AOTA Level II Fieldwork Performance Evaluation |
| 32. Responds constructively to feedback in a timely manner | AOTA Level II Fieldwork Performance Evaluation |
| 33. Demonstrates consistent and acceptable work behaviors | AOTA Level II Fieldwork Performance Evaluation |
| 34. Demonstrates effective time management. | AOTA Level II Fieldwork Performance Evaluation |
| 35. Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others. | AOTA Level II Fieldwork Performance Evaluation |
| 36. Demonstrates respect for diversity factors of others. | AOTA Level II Fieldwork Performance Evaluation |
| 37. Addresses each client holistically, including incorporation of psychosocial factors. | AOTA Level II Fieldwork Performance Evaluation |
| FMU Program Learning Outcomes Related to Course Content | |
| 38. Program Outcome 2. Demonstrate entry-level competence as a generalist utilizing occupation- based practice in a client centered manner, with broad exposure to delivery models and systems in traditional and emerging practice settings | Discussion Posting |
| 39. Program Outcome 3. Be prepared to select and apply evidence-based evaluations and interventions, founded in theory and articulated to individuals utilizing principles of health literacy to achieve expected outcomes related to occupation | Discussion Posting |
| 40. Program Outcome 4. Analyze and apply occupations and adaptation in accordance with the Occupational Therapy Practice Framework with persons, groups, and populations to promote wellness and/or address limitations due to developmental or medical conditions, disease, injury or any | Discussion Posting |

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| situation impacting desired agency in occupational performance. | |
| 41. Program Outcome 5. Demonstrate actions that reflect respect for diversity, ethical standards and individual agency and autonomy in each professional, interprofessional and therapeutic relationship. | Discussion Posting |
| 42. Program Outcome 8. Be proficient in evaluating designing, applying and translating scholarly research and knowledge to support occupational therapy practice and serve as a foundation for professional development and lifelong learning. | Discussion Posting |

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Level II Fieldwork B
Course Number: OT 851
Credit Hours: 10
Semester: Spring Year II

Pre-requisites: OT 612, OT 613

Co-requisites:

Course Coordinator: TBD

Office Number:

Office Phone:

E-mail:

Office hours:

Course Description: This in-depth 12-week experiential course, in a setting complementary to OT 850, requires occupational therapy students to deliver occupational therapy services to clients under the supervision of an approved fieldwork educator with the outcome of producing a competent, entry-level, generalist occupational therapist who integrates evidence, clinical reasoning, and interprofessionalism in the delivery of client-centered, occupation focused interventions. Communication with university faculty may occur through learning platforms throughout the experience as necessary.

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| Course Student Learning Outcomes | Evaluation Methods |
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| 39. Program Outcome 3. Be prepared to select and apply evidence-based evaluations and interventions, founded in theory and articulated to individuals utilizing principles of | Discussion Posting |

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| health literacy to achieve expected outcomes related to occupation | |
| 40. Program Outcome 4. Analyze and apply occupations and adaptation in accordance with the Occupational Therapy Practice Framework with persons, groups, and populations to promote wellness and/or address limitations due to developmental or medical conditions, disease, injury or any situation impacting desired agency in occupational performance. | Discussion Posting |
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Teaching/Learning Strategies:

Teaching strategies will consist of Level II experiences, discussion on Blackboard, and assigned readings.

Required Textbooks

All curriculum textbooks as necessary to support experiences.

Required Articles

AOTA (2012). Fieldwork Level II and occupational therapy students: A position paper *American Journal of Occupational Therapy*, 66 (6).

American Occupational Therapy Association (2009). Guidelines for supervision, roles, and responsibilities during the delivery of occupational therapy services. Retrieved from <http://www.aota.org/practitioners/official/guidelines/36202.aspx?ft=.pdf>

American Occupational Therapy Association (2010). Occupational therapy services in the promotion of psychological and social aspects of mental health. *American Journal of Occupational Therapy*, 64 (6, suppl), S78-S91. doi:10.5014/ajot.2010.64S78

OT 850/851 Level II Grading Procedure:

The grading for all fieldwork is done on a Satisfactory/Unsatisfactory basis. In order to receive a grade of "Satisfactory" the student must fulfill the following requirements:

1. Attendance on all scheduled site dates. Absences for significant reasons must be approved by the site supervisor and the AFWC, and that time must be made up. Failure to notify the AFWC of absences or changes to the schedule jeopardizes satisfactory completion of your fieldwork.
2. Successful completion of all assignments and requirements designated by the onsite Fieldwork Educator and AFWC.
 - a. Submission of Midterm Documents: Level II Student Evaluation of Fieldwork Experience and AOTA Level II Student Fieldwork Evaluation Midterm. If a minimum score of 85 is not achieved on the AOTA Level II Fieldwork Evaluation Midterm, the AFWC, student and fieldwork supervisor will meet to establish a Learning Contract that provides clear expectations for how the student can bridge the current deficiencies to work towards attaining satisfactory performance by the end of the experience.
 - b. Participation in online discussions on Blackboard. Students are required to log onto the OT 850 Blackboard course the first week of Level II fieldwork. Every other week, the student will be responsible for posting a response to the AFWC's question or statement. Students must check the Blackboard Discussion Board on Monday evening of each discussion week and are required to submit a posting by Sunday evening at 9:00 pm of that week. Discussion Board topics will vary.
 - c. Submission of Final Documents: Completed Level II Student Evaluation of Fieldwork Experience (SEFWEJ), Final AOTA Level II Fieldwork Performance Evaluation. If a student does not meet the criteria for passing the AOTA Level II Fieldwork Evaluation Final, the AFWC and site supervisor will discuss areas of deficiency.

| Alphabetic | AOTA Level II Student Fieldwork Evaluation |
|-------------------|---|
| S | <ol style="list-style-type: none">1. A score of 3 or higher on the items #1, #2 and # 3.2. A total score of 111 or higher3. No item scored below a 2. |

The final determination of a Pass/Fail grade for OT 850 or OT 851 Level II Fieldwork rests with the FMU AFWC.

ACADEMIC INFORMATION

E-mail:

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

Social Networking Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and/or pictures about the FMU OT program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy:

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University’s Title IX Coordinator (titleixcoordinator@fmarion.edu)

Student Responsibilities:

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, and the *University Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Americans with Disabilities Act (ADA):

If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center. Accommodations will be made with proper documentation from the University Counseling and Testing Center. The student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the student would like to use the accommodations. If at any time during the semester the student’s accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Grievance Procedure:

The Department of Occupational Therapy adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the OT program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*.

Guidelines for Faculty Appointments:

All faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible, the student may request the faculty to meet at another time.

Academic Dishonesty:

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Code of Ethics:

The School of Health Sciences subscribes to the “Code of Student Conduct” as defined in the “Students’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the OT profession.

HIPAA:

The Francis Marion University Occupational Therapy Program is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is important to remember to be compliant with the HIPPA rules in class as well as in clinic.

Definition of Unprofessional Behavior:

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior

- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior:

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences' student towards another student, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic advisor. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Department Chair and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

****All academic warnings are cumulative throughout the program.**

Computer Use:

Because computers are an essential learning tool, every student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)
- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable. All devices must have at least a 90-minute battery capacity when fully charged, since some classrooms do not provide individual electrical outlets for students. Personal handheld devices are recommended that can download eBooks for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

CONTENT INFORMATION

*Topic outline to be determined by off-site fieldwork educator. Please see below for when assignments and weekly blackboard postings are due.

| Week | Assignments Due |
|------|---|
| 1 | Blackboard Discussion Board Post Due: Knowledge and Skill Acquisition |
| 3 | Blackboard Discussion Board Post Due: Supervision, Ethics |
| 5 | Blackboard Discussion Board Post Due: Evidence Based Practice and Knowledge Translation |
| 7 | Blackboard Discussion Board Post Due: Therapeutic Use of Self AOTA Level II Fieldwork Performance Evaluation for The Occupational Therapy Student completed by the AFWE |
| 9 | Blackboard Discussion Board Post Due: Working with the Interdisciplinary team & COTA |
| 11 | Blackboard Discussion Board Post Due: Psychosocial Factors Level II Student Self-Evaluation using the AOTA Level II Fieldwork Performance Evaluation for The Occupational Therapy Student Due as on Online Assignment to Course Instructor and Academic Coordinator of Fieldwork Education |
| 12 | Complete: 1. AOTA Level II Fieldwork Performance Evaluation For The Occupational Therapy Student 2. AOTA Student Evaluation of Fieldwork Experience |

Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student (Revised in 2020)

| FUNDAMENTALS OF PRACTICE | |
|--------------------------|---|
| 1 | Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations. Examples: Medicare, Medicaid, client privacy, social media, human subject research |
| 2 | Adheres to safety regulations and reports/documents incidents appropriately. Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures |
| 3 | Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents. Examples: body mechanics, medical safety, equipment safety, client-specific precautions, contraindications, community safety |
| BASIC TENETS | |
| 4 | Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public |
| 5 | Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public |
| 6 | Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public |
| SCREENING AND EVALUATION | |
| 7 | Articulates a clear and logical rationale for the evaluation process based on client information, contexts, theories, frames of reference, and/or practice models. |
| 8 | Obtains sufficient and necessary information from relevant sources throughout the evaluation process. Examples: record or chart review, client, family, caregivers, service providers |
| 9 | Selects relevant screening and assessment tools based on various factors. Examples: Psychosocial factors, client priorities, needs, and concerns about occupational performance and participation, theoretical support, evidence, practice context, funding sources, cultural relevance |
| 10 | Determines the client's occupational profile and occupational performance through interview and other appropriate evaluation methods. Occupational profile: Summary of the client's occupational history and experiences, patterns |

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| | <p>of daily living, interests, values, and needs.</p> <p>Occupational performance: Act of doing and accomplishing a selected action (performance skill), activity, or occupation that results from the dynamic transaction among the client, the context, and the activity. Improving or enabling skills and patterns in occupational performance leads to engagement in occupations or activities.</p> |
| 11 | <p>Evaluates and analyzes client factors and contexts that support or hinder occupational performance.</p> <p>Client factors: Specific capacities, characteristics, or beliefs that reside within the person and that influence performance in occupations. Client factors include values, beliefs, and spirituality; body functions (includes psychological functions); and body structures.</p> <p>Contexts: Variety of interrelated conditions within and surrounding the client that influence performance, including cultural, personal, physical, social, temporal, and virtual contexts.</p> <p>Includes the consideration of all client centered components including psychosocial factors</p> |
| 12 | <p>Administers standardized and non-standardized assessments and surveys accurately and efficiently to ensure findings are valid and reliable.</p> <p>Examples: follows assessment protocols, adheres to time guidelines</p> |
| 13 | <p>Modifies evaluation procedures based on client factors and contexts.</p> <p>Examples: uses a quiet space, breaks up evaluation into smaller parts, provides multisensory instructions</p> |
| 14 | <p>Interprets evaluation results to determine the client's occupational performance strengths and challenges.</p> |
| 15 | <p>Synthesizes and documents the results of the evaluation process clearly, accurately, and concisely, using systematic methods to record the client's occupational performance.</p> |
| INTERVENTION | |
| 16 | <p>Articulates a clear and logical rationale for the intervention process based on the evaluation results, contexts, theories, frames of reference, practice models, and evidence.</p> |
| 17 | <p>Establishes an accurate and appropriate client-centered plan based on the evaluation results, contexts, theories, frames of reference, and/or practice models.</p> <p>Examples: creates relevant and measurable goals in collaboration with the client and/or family/caregivers; recommends additional consultation and referrals</p> |
| 18 | <p>Uses evidence from research and relevant resources to make informed intervention decisions.</p> |
| 19 | <p>Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals that support targeted outcomes.</p> <p>Includes the consideration of all client centered components including psychosocial factors</p> |
| 20 | <p>Implements client-centered and occupation-based intervention plans.</p> |

| | |
|--|---|
| | Includes the consideration of all client centered components including psychosocial factors |
| 21 | Chooses and, if needed, modifies intervention approach to achieve established goals that support targeted outcomes. Examples: prevention, restoration, maintenance, promotion |
| 22 | Modifies task and/or environment to maximize the client's performance. Examples: upgrades/downgrades task; arranges client's workspace for optimal performance |
| 23 | Modifies the intervention plan and determines the need for continuation or discontinuation of services based on the client's status. |
| 24 | Documents the client's response to services in a manner that demonstrates the effectiveness of interventions. |
| MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES | |
| 25 | Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to the occupational therapy assistant, occupational therapy aide, or others to whom responsibilities might be assigned, while remaining responsible for all aspects of treatment. Examples: paraprofessionals, nurses' aides, volunteers |
| 26 | Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers. Examples: billing for OT services, inventory and ordering of supplies for OT services, and options for client procurement of adaptive equipment |
| 27 | Demonstrates knowledge about the organization. Examples: mission and vision, accreditation status, licensing, specialty certifications |
| 28 | Meets productivity standards or volume of work expected of occupational therapy students. |
| COMMUNICATION AND PROFESSIONAL BEHAVIORS | |
| 29 | Communicates clearly and effectively, both verbally and nonverbally. Examples: clients, families, caregivers, colleagues, service providers, administration, the public |
| 30 | Produces clear and accurate documentation. Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements |
| 31 | Collaborates with fieldwork educator(s) to maximize the learning experience. Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges |
| 32 | Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others. |
| 33 | Responds constructively to feedback in a timely manner. |
| 34 | Demonstrates consistent and acceptable work behaviors. |

| | |
|-----------|--|
| | Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance |
| 35 | Demonstrates effective time management. Examples: plans ahead, adheres to schedules, completes work in expected timeframe |
| 36 | Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others. |
| 37 | Demonstrates respect for diversity factors of others. Examples: culture, socioeconomic status, beliefs, identity |

Fieldwork Performance Evaluation (FWPE) Rating Scoring Guide (Revised in 2020)

Rating Scale

- 4- Exemplary performance
- 3- Proficient performance
- 2- Emerging performance
- 1- Unsatisfactory performance

Rating scale definitions

| | |
|-----------------------------------|---|
| Exemplary performance | Demonstrates satisfactory competence in specific skills consistently; demonstrates substantial breadth and depth in understanding and/or skillful application of fundamental knowledge and skills. |
| Proficient performance | Demonstrates satisfactory competence in specific skills; demonstrates adequate understanding and/or application of fundamental knowledge and skills. |
| Emerging performance | Demonstrates limited competence in specific skills (inconsistencies may be evident); demonstrates limited understanding and/or application of fundamental knowledge and skills (displays some gaps and/or inaccuracies). |
| Unsatisfactory performance | Fails to demonstrate competence in specific skills; performs in an inappropriate manner; demonstrates inadequate understanding and/or application of fundamental knowledge and skills; (demonstrates significant gaps and/or inaccuracies). |

FWPE for OTS Scoring:

- All items included must be scored to receive a Pass on the FWPE for OTS
- A sum score of 111 or higher will be required to receive a Pass on the FWPE for OTS
- A score of 3 or higher on the items
 - # 1 (Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations),
 - # 2 (Adheres to safety regulations and reports/documents incidents appropriately), and

- # 3 (Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents) will all be required to receive a Pass on the FWPE for OTS
- Scores of 1 on any of the items is not allowed to receive a Pass on the FWPE for OTS

FWPE for OTAS Scoring:

- All items must be scored to receive for a Pass on the FWPE for OTAS
- A sum score of 91 or higher will be required to receive a Pass on the FWPE for OTAS
- A score of 3 or higher on the items
 - # 1 (Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations),
 - # 2 (Adheres to safety regulations and reports/documents incidents appropriately), and
 - # 3 (Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents) will all be required to receive a Pass on the FWPE for OTAS
- Scores of 1 on any of the items is not allowed to receive a Pass on the FWPE for OTAS

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: Occupational Therapy/School of Health Sciences Date 1/12/2021

Course No. or Level: OT 890 Title: Doctoral Capstone Experience

Semester hours 9 Clock hours: Lecture 9 Laboratory _____

Prerequisites OT 702 Co-Requisites _____

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ellen McLaughlin, Ed.D, OTR/L, FAOTA

Department Chairperson's/Dean's Signature Karen Sittings

Provost's Signature Pete King

Date of Implementation August 2024 Date of School/Department approval _____

Catalog description:

OT 890 Doctoral Capstone Experience (9) The doctoral capstone experience is a 14-week culminating experience that coordinates with the student's capstone project and is an integral piece of the program's overall curricular design. The intent of the doctoral capstone is to provide in-depth exposure to a focused area of the occupational therapy profession in clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development. Objectives for the experience are largely individualized and are collaboratively determined with the faculty, student, and capstone mentor, and founded in a series of clinical and scholarly preparatory activities.

- Purpose:
1. For Whom (generally?)
This course is for students pursuing a professional doctorate in Occupational Therapy.
 2. What should the course do for the student?
This course is designed to prepare students for the profession of occupational therapist as a part of the Occupational Therapy Doctorate curriculum.

Teaching method planned:

Teaching strategies will consist of discussions, group work, written assignments, tests, and pre- and post-conferences.

Textbook and/or materials planned (including electronic/multimedia):

Required Textbooks

Curricular textbooks as applicable to the specific site and experience.

Deluliis, E. D., & Bednarski, J. A. (2020). *The entry level occupational therapy doctorate capstone: A framework for the experience and project*. Thorofare, NJ: SLACK Incorporated.

Course Content:

The doctoral capstone experience is a 14-week culminating experience that coordinates with the student's capstone project and is an integral piece of the program's overall curricular design. The intent of the doctoral capstone is to provide in-depth exposure to a focused area of the occupational therapy profession in clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development. Objectives for the experience are largely individualized and are collaboratively determined with the faculty, student, and capstone mentor, and founded in a series of clinical and scholarly preparatory activities.

| Course Student Learning Outcomes | Methods of Evaluation |
|--|---|
| In addition to the individualized student learning outcomes appended to this syllabus, the student will: | |
| 1. Perform occupation and evidence-based entry level occupational therapy services, under supervision, as required in the capstone experience plan. | Doctoral Capstone Experience Evaluation E-Portfolio Documentation |
| 2. Apply emerging leadership skills as appropriate throughout all elements of the approved capstone experience. | Doctoral Capstone Experience Evaluation |
| 3. Model adherence to any required policy, regulatory, supervisory, reimbursement and compliance standards associated with the site. | Doctoral Capstone Experience Evaluation |
| 4. Utilize therapeutic use of self, culturally competent and ethical behaviors that invite collaboration and interprofessionalism in all interactions. | Doctoral Capstone Experience Evaluation |
| 5. Document the 560 hours of required services including off-site activities associated with the capstone experience. | Doctoral Capstone Experience Evaluation E-Portfolio Documentation |
| 6. Implement the research process to substantiate clinical outcomes and evaluate the outcomes of the experience. | Doctoral Capstone Experience Evaluation |

| | |
|--|---|
| | Doctoral Capstone Experience Evaluation E-Portfolio Documentation |
| 7. Demonstrate initiative and responsibility for all aspects of the experience, and seek collaboration with the site and faculty mentor as needed. | Doctoral Capstone Experience Evaluation |
| 8. Meet individualized specific objectives identified with the capstone team. | Doctoral Capstone Experience Evaluation |

Program Student Learning Outcomes

While the student's doctoral capstone experience is particularly reflected in Program Outcome # 10, all of the FMU Occupational Therapy Program's outcomes have been achieved prior to this culminating experience, and will be applied in varying degrees, depending upon the unique nature of the Doctoral Capstone Experience, and may be influential in the student's Doctoral Capstone Experience.

1. Have acquired, as a foundation for professional study, an understanding of human development as an occupational being, integrating content from liberal arts and sciences and occupational science
2. Demonstrate entry-level competence as a generalist utilizing occupation based practice in a client centered manner, with broad exposure to delivery models and systems in traditional and emerging practice settings
3. Be prepared to select and apply evidence-based evaluations and interventions, founded in theory and articulated to individuals utilizing principles of health literacy to achieve expected outcomes related to occupation
4. Analyze and apply occupations and adaptation in accordance with the Occupational Therapy Practice Framework with persons, groups, and populations to promote wellness and/or address limitations due to developmental or medical conditions, disease, injury or any situation impacting desired agency in occupational performance.
5. Demonstrate actions that reflect respect for diversity, ethical standards and individual agency and autonomy in each professional, interprofessional and therapeutic relationship.
6. Demonstrate the ability to effectively advance the goals of programs, organizations and individuals by serving as an interprofessional clinician, leader, researcher manager, supervisor, consultant and advocate.
7. Design and implement programs and educational experiences, incorporating an understanding of needs assessment, program management, curricular goals, teaching learning strategies, and program evaluation and revision practices.
8. Be proficient in evaluating designing, applying and translating scholarly research and knowledge to support occupational therapy practice and serve as a foundation for professional development and lifelong learning.
9. Synthesize in-depth knowledge in a focused areas (ie; clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development) through the design and completion of a doctoral capstone and experience.
10. Develop competencies in knowledge translation to design client centered and occupation-based community programming, administered in therapeutic relationships, to address community needs, including the PeeDee region.

11. Demonstrate competence in the application of entry level and advanced clinical skills and technologies in accordance with standards of practice including precautions, contraindications and safety requirements.

10. Develop competencies in knowledge translation to design client centered and occupation-based community programming, administered in therapeutic relationships, to address community needs, including the PeeDee region.

When completed, forward to the Office of the Provost.

9/03



**Francis Marion University
School of Health Sciences
Occupational Therapy Doctoral Program**

Course Title: Doctoral Capstone Experience
Course Number: OT 890
Credit Hours: 9
Semester: Summer Year 3

Pre-requisites: OT 702

Co-requisites:

Course Coordinator: TBD

Office Number:

Office Phone:

E-mail:

Course Description: The doctoral capstone experience is a 14 -week culminating experience that coordinates with the student's capstone project and is an integral piece of the program's overall curricular design. The intent of the doctoral capstone is to provide in depth exposure to a focused area of the occupational therapy profession in clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development. Objectives for the experience are largely individualized, and are collaboratively determined with the faculty, student, and capstone mentor, and founded in a series of clinical and scholarly preparatory activities.

| Course Student Learning Outcomes | Methods of Evaluation |
|---|---|
| In addition to the individualized student learning outcomes appended to this syllabus, the student will: | |
| 1. Perform occupation and evidence-based entry level occupational therapy services, under supervision, as required in the capstone experience plan. | Doctoral Capstone Experience Evaluation E-Portfolio Documentation |
| 2. Apply emerging leadership skills as appropriate throughout all elements of the approved capstone experience. | Doctoral Capstone Experience Evaluation |

| | |
|--|---|
| 3. Model adherence to any required policy, regulatory, supervisory, reimbursement and compliance standards associated with the site. | Doctoral Capstone Experience Evaluation |
| 4. Utilize therapeutic use of self, culturally competent and ethical behaviors that invite collaboration and interprofessionalism in all interactions. | Doctoral Capstone Experience Evaluation |
| 5. Document the 560 hours of required services including off-site activities associated with the capstone experience. | Doctoral Capstone Experience Evaluation E-Portfolio Documentation |
| 6. Implement the research process to substantiate clinical outcomes and evaluate the outcomes of the experience. | Doctoral Capstone Experience Evaluation Doctoral Capstone Experience Evaluation E-Portfolio Documentation |
| 7. Demonstrate initiative and responsibility for all aspects of the experience, and seek collaboration with the site and faculty mentor as needed. | Doctoral Capstone Experience Evaluation |
| 8. Meet individualized specific objectives identified with the capstone team. | Doctoral Capstone Experience Evaluation |
| Program Student Learning Outcomes | |
| <i>While the student's doctoral capstone experience is particularly reflected in Program Outcome # 10, all of the FMU Occupational Therapy Program's outcomes have been achieved prior to this culminating experience, and will be applied in varying degrees, depending upon the unique nature of the Doctoral Capstone Experience. and may be influential in the student's Doctoral Capstone Experience.</i> | |
| 1. Have acquired, as a foundation for professional study, an understanding of human development as an occupational being, integrating content from liberal arts and sciences and occupational science | |
| 2. Demonstrate entry-level competence as a generalist utilizing occupation based practice in a client centered manner, with broad exposure to delivery models and systems in traditional and emerging practice settings | |
| 3. Be prepared to select and apply evidence-based evaluations and interventions, founded in theory and articulated to individuals utilizing principles of health literacy to achieve expected outcomes related to occupation | |
| 4. Analyze and apply occupations and adaptation in accordance with the Occupational Therapy Practice Framework with persons, groups, and populations to promote wellness and/or | |

| |
|--|
| address limitations due to developmental or medical conditions, disease, injury or any situation impacting desired agency in occupational performance. |
| 5. Demonstrate actions that reflect respect for diversity, ethical standards and individual agency and autonomy in each professional, interprofessional and therapeutic relationship. |
| 6. Demonstrate the ability to effectively advance the goals of programs, organizations and individuals by serving as an interprofessional clinician, leader, researcher manager, supervisor, consultant and advocate. |
| 7. Design and implement programs and educational experiences, incorporating an understanding of needs assessment, program management, curricular goals, teaching learning strategies, and program evaluation and revision practices. |
| 8. Be proficient in evaluating designing, applying and translating scholarly research and knowledge to support occupational therapy practice and serve as a foundation for professional development and lifelong learning. |
| 9. Synthesize in-depth knowledge in a focused areas (ie; clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development) through the design and completion of a doctoral capstone and experience. |
| 10. Develop competencies in knowledge translation to design client centered and occupation-based community programming, administered in therapeutic relationships, to address community needs, including the PeeDee region. |
| 11. Demonstrate competence in the application of entry level and advanced clinical skills and technologies in accordance with standards of practice including precautions, contraindications and safety requirements. |
| 10. Develop competencies in knowledge translation to design client centered and occupation-based community programming, administered in therapeutic relationships, to address community needs, including the PeeDee region. |

Teaching/Learning Strategies

Teaching strategies will consist of discussions, group work, written assignments, tests, and pre- and post-conferences.

Required Textbooks

Curricular textbooks as applicable to the specific site and experience.

Deluliis, E. D., & Bednarski, J. A. (2020). *The entry level occupational therapy doctorate capstone: A framework for the experience and project*. Thorofare, NJ: SLACK Incorporated.

Methods of Evaluation:

In order to progress in the OT program, the student must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog, current edition*).

Classroom Evaluation Methods:

| Assignments | % |
|---|----|
| Capstone Experience Evaluation (CEE) This evaluation includes the student learning outcomes of the course in addition to the individualized objectives of the experience. This should be completed at midterm as well as at the end of the 14 week experience. | 70 |
| Capstone Summation The student will compile a ten page review and summary, including the primary outcomes of the experiences, a reflection on the process and suggestions for future students who express interest in similar topic areas and sites. Students must share their perspectives of how well integrated the doctoral capstone was with the curriculum and the skills and knowledge they acquired throughout. | 15 |
| Capstone Experience E-Portfolio Folder Students must continually update and finalize all documents and materials associated with the 14 week experience, including documentation of hours, on the e-portfolio site. | 10 |
| Blackboard Discussions Students will participate in Blackboard discussions to integrate objectives, provide curricular consistency across experiences, and utilize reasoning to progress to advanced application in a specialized area of focus. | 5 |

Classroom Grading Scale:

| Alphabetic | Raw Score |
|------------|-----------|
| A | 93-100 |
| B+ | 89-92 |

| | |
|----|-------------|
| B | 85-88 |
| C+ | 81-84 |
| C | 77-80 |
| F | 76 or below |

Rounding:

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

ACADEMIC INFORMATION

Attendance Policy:

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than fifteen percent (15%) of required sessions during accelerated semesters, a grade of "F" or "W" will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

Online participation is necessary for any courses offered online.

Test Taking Guidelines:

Before each quiz/test/exam students will:

- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic zero "0".
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

Written Paper Requirements:

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.

- All written assignments must be submitted in Blackboard Learn System unless instructed otherwise.

E-mail:

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

Social Networking Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and/or pictures about the FMU OT program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy:

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University’s Title IX Coordinator (titleixcoordinator@fmarion.edu)

Student Responsibilities:

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, and the *University Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Americans with Disabilities Act (ADA):

If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center. Accommodations will be made with proper documentation from the University Counseling and Testing Center. The student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the student would like to use the accommodations. If at any time during the semester the student’s accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Grievance Procedure:

The Department of Occupational Therapy adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the OT program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*.

Guidelines for Faculty Appointments:

All faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible, the student may request the faculty to meet at another time.

Academic Dishonesty:

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Code of Ethics:

The School of Health Sciences subscribes to the “Code of Student Conduct” as defined in the “Students’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the OT profession.

HIPAA:

The Francis Marion University Occupational Therapy Program is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is important to remember to be compliant with the HIPAA rules in class as well as in clinic.

Definition of Unprofessional Behavior:

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment

- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior:

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences' student towards another student, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic advisor. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Department Chair and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

****All academic warnings are cumulative throughout the program.**

Computer Use:

Because computers are an essential learning tool, every student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)
- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable. All devices must have at least a 90-minute battery capacity when fully charged, since some classrooms do not provide individual electrical outlets for students. Personal handheld devices are recommended that can download eBooks for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

CONTENT INFORMATION

Topical Outline: The weeks for Onsite Experience may vary somewhat per student, as students can utilize and document up to 20% of their required 560 hours in offsite tasks.

| Week | Content | Evaluation |
|-------------|-------------------|-----------------------------|
| 1 | Onsite Experience | Blackboard Discussions |
| 2 | Onsite Experience | |
| 3 | Onsite Experience | Blackboard Discussions |
| 4 | Onsite Experience | |
| 5 | Onsite Experience | Blackboard Discussions |
| 6 | Onsite Experience | Midterm Evaluations |
| 7 | Onsite Experience | Blackboard Discussions |
| 8 | Onsite Experience | Capstone Projects Completed |
| 9 | Onsite Experience | Blackboard Discussions |

| | | |
|----|-------------------|---|
| 10 | Onsite Experience | |
| 11 | Onsite Experience | Blackboard Discussions |
| 12 | Onsite Experience | |
| 13 | Onsite Experience | Blackboard Discussions |
| 14 | Onsite Experience | Capstone Summation Final Evaluations |



**Francis Marion University School of Health Sciences
Occupational Therapy Doctoral Program**

| To be completed by Capstone Site Mentor Comments are encouraged, and must be provided for any area identified as Not Met. | | | |
|---|------------|-----|--------|
| Student: | Not Met | Met | Excels |
| 1. Perform occupation and evidence based entry level occupational therapy services, under supervision, as required in the capstone experience plan. | | | |
| Comments: | | | |
| 2. Apply emerging leadership skills as appropriate throughout all elements of the approved capstone experience. | | | |
| Comments: | | | |

| | | | |
|--|--|--|--|
| | | | |
| 3. Model adherence to any required policy, regulatory, supervisory, reimbursement and compliance standards associated with the site. | | | |
| Comments | | | |
| 4. Utilize therapeutic use of self, culturally competent and ethical behaviors that invite collaboration and interprofessionalism in all interactions. | | | |
| Comments: | | | |
| 5. Document the 560 hours of required services including off-site activities associated with the capstone experience. | | | |
| Comments: | | | |
| 6. Implement the research process to substantiate clinical outcomes and evaluate the outcomes of the experience. | | | |
| Comments: | | | |

| | | | |
|--|--|--|--|
| | | | |
| 7. Implement the research process to substantiate clinical outcomes and evaluate the outcomes of the experience. | | | |
| Comments: | | | |
| 8. Demonstrate initiative and responsibility for all aspects of the experience, and seek collaboration with the site and faculty mentor as needed. | | | |
| Comments: | | | |
| Individualized Experiential Objective 1: | | | |
| Comments: | | | |
| Individualized Experiential Objective 2: | | | |
| Comments: | | | |
| Individualized Experiential Objective 3: | | | |
| Comments: | | | |

| | | | |
|--|--|--|--|
| Individualized Experiential Objective 4: | | | |
| Comments: | | | |

| | |
|------------------------|--|
| Mentor Printed Name | |
| Mentor Signature | |
| Date | |