Cover Sheet: Request 15311

OTH6722 – Professional Development in Occupational Therapy

Info

Process	Course|Modify|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Candice Vogtle cvogtle@ufl.edu
Created	10/2/2020 10:07:17 AM
Updated	11/24/2020 2:41:45 PM
Description of request	Request to convert OTH 6722 Professional Development in Occupational Therapy course from S/U to letter graded.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	PHHP - Occupational Therapy 33030000	Christine Myers		10/7/2020
No document changes					
College	Recycled	PHHP - College of Public Health and Health Professions	Stephanie Hanson	Given you have increased the requirements to match a doctoral program, you need to submit syllabi changes reflecting the rationale provided for the grade change.	11/4/2020
No document changes					
Department	Approved	PHHP - Occupational Therapy 33030000	Christine Myers	The following documents have been attached: (1) the original OTH 6722 syllabus that was approved by the University Curriculum Committee with the OTD proposal, (2) the most recent syllabus, and (3) the modified syllabus with track changes. Comparisons of the original syllabus with the most recent and modified syllabi show how the course has been improved to meet the expectations for a professional doctorate, thus supporting the request to change from S/U to letter grading.	11/9/2020
No document changes					
College	Conditionally Approved	PHHP - College of Public Health and Health Professions	Stephanie Hanson	please modify rationale based on our discussion	11/23/2020
No document changes					
Department	Approved	PHHP - Occupational Therapy 33030000	Christine Myers	The rationale has been modified based on discussion with Dr. Hanson. The original syllabus and the modified syllabus have been uploaded.	11/24/2020

Step	Status	Group	User	Comment	Updated
OTH 6722 Professional Development Syllabus_Original_UCC.docx					11/24/2020
OTH-6722-Professional-Development-Syllabus-UCC.docx					11/24/2020
College	Approved	PHHP - College of Public Health and Health Professions	Stephanie Hanson		11/24/2020
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			11/24/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Modify for request 15311

Info

Request: OTH6722 – Professional Development in Occupational Therapy
Description of request: Request to convert OTH 6722 Professional Development in Occupational Therapy course from S/U to letter graded.
Submitter: Christine Myers ctmyers@phhp.ufl.edu
Created: 11/23/2020 3:45:18 PM
Form version: 2

Responses

Current Prefix
Enter the current three letter code (e.g., POS, ATR, ENC).

Response:
OTH

Course Level
Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:
6

Number
Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.

Response:
722

Lab Code
Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title
*Enter the current title of the course as it appears in the Academic Catalog.There is a 100 character limit for course titles. *

Response:
Professional Development in Occupational Therapy

Effective Term
Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's expectations. Courses cannot be changed retroactively, and therefore the actual

effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course change will first be implemented. See preceding item for further information.

Response:
Earliest Available

Requested Action
Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.

Response:
Other (selecting this option opens additional form fields below)

Change Course Prefix?

Response:
No

Change Course Level?
Note that a change in course level requires submission of a course syllabus.

Response:
No

Change Course Number?

Response:
No

Change Lab Code?
Note that a change in lab code requires submission of a course syllabus.

Response:
No

Change Course Title?

Response:
No

Change Transcript Title?
*If changing the course title a new transcript title is also required. *

Response:
No

Change Credit Hours?
Note that a change in credit hours requires submission of a course syllabus.

Response:
No

Change Variable Credit?
Note that a change in variable credit status requires submission of a course syllabus.

Response:
No

Change S/U Only?

Response:
Yes

S/U Only Status

Response:
Change from S/U Only

Change Contact Type?

Response:
No

Change Rotating Topic Designation?

Response:
No

Change Repeatable Credit?
Note that a change in repeatable credit status requires submission of a course syllabus.

Response:
No

Change Course Description?
Note that a change in course description requires submission of a course syllabus.

Response:
No

Change Prerequisites?

Response:
No

Change Co-requisites?

Response:
No

Rationale
Please explain the rationale for the requested change.

Response:
The course was originally proposed as an S/U course. We would like to change the course to be graded in order to be consistent with the rest of the OTD curriculum (all courses are graded except for fieldwork courses). This modification will better discriminate students' learning. Students are in support of this change.

University of Florida
College of Public Health & Health Professions Syllabus
OTH 6722 - Professional Development in Occupational Therapy
Delivery Format: On-Campus/E-Learning

Instructor Name: Christine Myers, PhD., OTR/L
Room Number: HPNP, 2111
Phone Number: 273-6128
Email Address: ctmyers@phhp.ufl.edu
Office Hours: Mondays- 5th period (11:45-12:35), Wednesdays- 7th period (1:55-2:45), Thursdays- 5th period (11:45-12:35)

PURPOSE AND OUTCOME

The purpose of this course is to initiate student understanding of professional development for the eventual transition to professional roles after graduation. The course will provide an overview of self-reflection and self-assessment as related to continuing competence and professional behaviors, identification of specific individual competencies for development, and selection of educational, professional development and growth activities. Students will develop a learning portfolio that will be used throughout the remainder of the OTD Program to demonstrate achievement of instructional and graduation outcomes.

RELATIONSHIP TO CURRICULUM DESIGN

This is the first of two courses that focus on professional development in occupational therapy. This course occurs in the second semester of the program and provides a foundational look at the components of professional development, including continuing competence, credentialing, and professional engagement. Students are exposed to different occupational therapy practice areas and learn about ways to address professional development needs from guest clinicians. The learning portfolio is introduced during this course and will be used as an authentic assessment of learning throughout the program. The main themes addressed in this course are professionalism and critical thinking.

Course Objectives and/or Goals

Student Learning Objectives- By the end of the course, students will be able to:	ACOTE Standard(s)	Curricular Theme(s)
Articulate the value of active engagement in lifelong learning and maintenance of continuing competence.	B.7.4. Ongoing Professional Development	Professionalism
Develop a learning portfolio to show progress towards OTD Program instructional outcomes.	n/a	Professionalism
Use reflection to understand the meaning of learning experiences in relation to future goals.	n/a	Critical Thinking
Identify professional development strategies, including occupational balance and wellness, which will support learning and personal growth as an OTD student and future occupational therapist.	B.3.4. Balancing Areas of Occupation, Role in Promotion of Health, and Prevention B.7.4. Ongoing Professional Development	Critical Thinking, Professionalism Professionalism
Explain how membership and participation in professional organizations enhances one's roles as an occupational therapy student and practitioner.	B.7.2 Professional Engagement	Professionalism

Describe the credentialing and licensure purpose and process for occupational therapy practitioners.	B.5.5. Requirements for Credentialing and Licensure	Professionalism

Instructional Methods

Students will meet in class and engage in workshop-like activities to prepare for their roles as professional health students and professional occupational therapists.

Required Course Materials:

AOTA Membership* ($75 per year for student membership): www.aota.org

* Throughout this course and in other courses you will be accessing member-only documents from the American Occupational Therapy Association's website

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Dates/Themes		Readings/Assignments
The Professional OT Student		
Jan 10	Course Introduction Understanding Professional Development	Deiuliis, E.D. *Definitions of Professionalism* from Professionalism Across Occupational Therapy Practice (pp. 3-20, 22-23)
Jan 17	Professional Behaviors *In-class administration of the *Professional Behaviors Self-Assessment*	Deiuliis, E.D. *Definitions of Professionalism* from Professionalism Across Occupational Therapy Practice (pp. 20-21, 24-42)
Jan 24	Occupational Balance and Wellness as a Professional	Westhorp, P. (2003). Exploring balance as a concept in occupational science. *Journal of Occupational Science,10,* 99-106. Reflective Journal Entry #1 Due
Jan 31	Professionalism in Action *Guest Speakers from Specific Practice Settings*	Professional dress
Feb 7	Professionalism in Action *Guest Speakers from Specific Practice Settings*	Professional dress
Feb 14	Introduction to the Learning Portfolio *Guest Speaker: Truly Hardemon*	Bring your laptops Reflective Journal Entry #2 Due
Continuing Competence and Professional Development		
Feb 21	Overview of Continuing Competence: Evidence-based Practices in Continuing Professional Development	American Occupational Therapy Association. (2015). Standards for continuing competence. *American Journal of Occupational Therapy, 69*(Suppl. 3), 6913410055. http://dx.doi.org/10.5014/ajot.2015.696S16 American Occupational Therapy Association. (2017). Continuing professional development in occupational therapy. *American Journal of Occupational Therapy, 71,* 7112410017. https://doi.org/10.5014/ajot.2017.716S13
Feb 28	Ethics and Continuing Competence Self-reflection as a Tool for Continuing Competence	Laverdure (2016) *Using Reflection to Advance Professional Expertise: A Novice-to Expert Trajectory*: http://www.aota.org/Publications-News/otp/Archive/2017/03-13-17-reflective-practice/Reflection-to-Advance-Professional-Expertise-Novice-to-Expert-Trajectory.aspx Reflective Journal Entry #3
Mar 7	SPRING BREAK	

Mar 14	Faculty Candidate Seminar	*Class starts at 9:30 (no fieldwork meeting)* Research presentation- no handouts or readings
	Optional but highly recommended! *Guest Speaker* LT Samora Casimir, OTR/L U.S. Public Health Service Commissioned Corps Officer Senior Occupational Therapist	11:45am-12:45pm Room G-101
The Professional Occupational Therapist		
Mar 21	OT Licensure and Certification Journals, and Professional Organizations *No class meeting*	*Watch videos of lectures- links available on Canvas* Readings: Schultz-Krohn: Chapter 70- Competence and Professional Development (from Willard & Spackman) Review the following websites: • National Board for Certification in Occupational Therapy: https://www.nbcot.org/ • Florida Board of Occupational Therapy: https://floridasoccupationaltherapy.gov/ • Florida Occupational Therapy Association: http://www.flota.org/ • AOTA Career Advice Articles: http://www.aota.org/Education-Careers/Students/Pulse/Archive/career-advice.aspx • NBCOT Navigator: http://www.nbcot.org/navigator • NBCOT Certification Renewal Activities: http://www.nbcot.org/chart • State of Florida Continuing Education Requirements for OT (click on the "CE" tab in the box) : http://floridasoccupationaltherapy.gov/renewals/ • AOTA Fellowship Program: https://www.aota.org/Education-Careers/Advance-Career/fellowship.aspx • AOTA Emerging Leaders Development Program: https://www.aota.org/education-careers/advance-career/eldp.aspx • AOTA Board Certification and Specialty Certification: https://www.aota.org/Education-Careers/Advance-Career/Board-Specialty-Certifications.aspx Reflective Journal Entry #4 Due
Mar 26	***Optional but highly recommended!*** North Central Florida OT Forum: Speed Dating with an OT	6-8 pm HPNP Building Reception Area
Mar 28	Giving and Receiving Feedback	Reading: Algiraigri, A. H. (2014) Ten tips for receiving feedback effectively in clinicalpractice, *Medical Education Online*, *19*(1), 25141, https://doi.org/10.3402/meo.v19.25141

		Reflective Journal Entry #5 Due
Apr 4	AOTA Conference - *No class meeting*	
Apr 11	Peer Review and Self-assessment- Learning Portfolio	Bring your laptops Reflective Journal Entry #6 Due
Apr 18	Course Wrap-up and Evaluations	Learning Portfolio Due
Apr 25	READING DAY- No class	
Apr 29-May3	FINALS WEEK- No class	

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Learning Portfolio: Students will develop a learning eportfolio organized by the OTD Themes and Instructional Outcomes. Students will include artifacts and reflections in order to identify the ways in which they are gaining knowledge and skills to achieve OTD outcomes. The portfolio will be updated each semester and reviewed by the student's mentor. Grades for the portfolio will be included in OTH 6722 Professional Development in Occupational Therapy, the Doctoral Mentorship series (OTH 6906-6909), and OTH 6911 Capstone.

Reflective Journal Entries: Students will complete six reflective journal entries throughout the course. Prompts will be provided for each entry and students will complete their entries in Canvas.

Grading

Requirement	Due date	Points
Reflective Journal Entry 1	1/24	10
Reflective Journal Entry 2	2/14	10
Reflective Journal Entry 3	2/28	10
Reflective Journal Entry 4	3/21	10
Reflective Journal Entry 5	3/28	10
Reflective Journal Entry 6	4/11	10
Learning Portfolio	4/11	40
TOTAL		100

OTD Program Standard Grading Scale: For more information concerning program grading policies see *OTD Student Manual*.

Grading
This course is graded on a pass/fail (satisfactory/unsatisfactory) basis. All assignments MUST be completed and turned in to pass the course.

Letter Grade	I	NG	S	U
Grade Points	0.0	0.0	70.0	69 or below

More information on UF grading policy may be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Policy Related to Make up Work
The portfolio and all assignments are due on the due date, as assigned, unless otherwise instructed. Late assignments are subject to a grade reduction of 10% per day late unless instructor approval is received. For assignments that are completed or turned in on Canvas, any requests for make-ups or to turn in work late due to technical issues MUST be accompanied by the ticket number received from the help desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance
OTD students are required to attend all class activities. See the *OTD Student Manual* for policies related to attendance. For information regarding the UF Attendance Policy see the Registrar website for additional details: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

For further information about the material provided below see the relevant sections of the *OTD Student Handbook*.

Professional Behavior is expected at all times, and can be defined as:
● Personal responsibility for prompt arrival, and regular participation and attendance all course activities; with appropriate and judicious use of class and lab time.
● Assumption of responsibility in keeping classroom in order and laboratory materials properly utilized and stored.
● Treatment of peers, professors, teaching assistants, guest lecturers, clinical personnel, with consideration, confidentiality, and respect.
● Students are expected to be thoroughly prepared for class. Students are expected to read and study assigned readings in text and course syllabus prior to coming to class. Students are expected to bring all materials necessary to effectively participate or those specifically designated by the instructor to class or lab.
● Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture and lab by refraining from chatter or other distracting behaviors; turning off your cellular phone; not reading other material during class (such as the newspaper, crossword puzzles, etc.); meeting deadlines; arranging with instructor or peer to get handouts or announcements if you cannot attend class; arranging with the instructor in advance if you cannot meet scheduled tests and assignments.
● Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture and lab by refraining from chatter or other distracting behaviors; turning off all electronic devices; not reading other material during class; meeting deadlines; arranging with instructor or peer to get handouts or announcements if unable to attend class; arranging with the instructor in advance if unable to meet scheduled tests and assignments.
● Students are expected to actively participate in discussions and lab activities. Participation assists students to develop knowledge and skill in interpersonal relationships and communication by relating to patients and

families with various backgrounds and performance deficits, by relating to other students, therapists and supervisors, students gain an understanding of relationships in professional role.
● Professional attire in lectures and labs when there are guests, in all clinics and site visits.
- Clean long khaki or black pants that remain fitted when moving and bending.
- Standard OT Polo that is adequately fitting; neither clingy nor revealing and remains discretely tucked into pants when reaching and moving.
- Clean, closed toe shoes with adequate base of support.
- Jewelry & make-up kept to a minimum. No hats. No fragrances. Tattoos must be covered.
● Lecture notes and/or PowerPoint slides are provided solely at the discretion of the presenter. Regardless of the provision of lecture notes/PowerPoint slides, students are responsible for all materials assigned and covered in class, labs, and site visits.
● Phones/Laptops/Tablets/Electronic Devices may be used in class for taking notes, viewing slides, or accessing websites associated with ongoing class activities. Students are not allowed to use these devices in class for any other reason. Topic instructors may further limit or prohibit the use of electronic devices during their presentations. Do NOT take photos in class. You must inform and obtain the instructor's permission to audio record in class.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

"**We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity**."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
http://gradschool.ufl.edu/students/introduction.html

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:
http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. On line and in person assistance is available.
- You Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center (352) 264-6789; http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

University of Florida
College of Public Health & Health Professions Syllabus
OTH 6722 - Professional Development in Occupational Therapy (1 credit)
Delivery Format: Online
Fall 2020
Tuesdays- Section B 3rd period (9:35-10:25), Section A 4th period (10:40-11:30),
Thursdays- All students- 9/17, 10/8, 10/15, 10/22, 10/29 (10:30-11:30)

Instructor Name: Christine Myers, PhD., OTR/L
Room Number: HPNP, 2111
Phone Number: 273-6128
Email Address: ctmyers@phhp.ufl.edu
Office Hours: Mondays & Wednesdays, 11:30-12:30

Preferred Communication: Email

PREREQUISITES
Admission to the OTD program

COURSE OVERVIEW
This course provides an overview of self-reflection and self-assessment related to continuing competence, professional behaviors, understanding and appreciation of diversity, and ethics in occupational therapy. Students will develop a learning portfolio that will be used throughout the remainder of the OTD Program to demonstrate achievement of instructional and graduation outcomes.

RELATIONSHIP TO PROGRAM OUTCOMES
This is the first of two courses that focus on professional development in occupational therapy. This course occurs in the second semester of the program and provides a foundational look at the components of professional development, including continuing competence, credentialing, and professional engagement. Students are exposed to different occupational therapy practice areas and learn about ways to address professional development needs from guest clinicians. The learning portfolio is introduced during this course and will be used as an authentic assessment of learning throughout the program. The main themes addressed in this course are professionalism and critical thinking. This is the first of two professional development courses in the curriculum. The second course occurs in year 3 and will include content related to obtaining employment (e.g. resume development, interviewing) and serving as a leader in professional roles.

Course Objectives and/or Goals

Student Learning Objectives- By the end of the course, students will be able to:	ACOTE Standard(s)	Curricular Theme(s)
Articulate the value of active engagement in lifelong learning and maintenance of continuing competence.	B.7.4. Ongoing Professional Development	Professionalism
Develop a learning portfolio to show progress towards OTD Program instructional outcomes.	n/a	Professionalism
Use reflection to understand the meaning of learning experiences in relation to future goals.	n/a	Critical Thinking
Identify professional development strategies that will support learning and personal growth as an OTD student and future occupational therapist.	B.7.4. Ongoing Professional Development	Professionalism

Explain how membership and participation in professional organizations enhances one's roles as an occupational therapy student and practitioner.	B.7.2 Professional Engagement	Professionalism
Describe the credentialing and licensure purpose and process for occupational therapy practitioners.	B.5.5. Requirements for Credentialing and Licensure	Professionalism
Apply the AOTA Occupational Therapy Code of Ethics and AOTA Standards of Practice to ethical decision making across professional contexts.	B.7.1. Ethical Decision Making	Professionalism
Demonstrate cultural humility, respect for persons other than oneself, and an understanding of the concept of privilege as it relates to the work of the occupational therapist.	n/a	Valuing of Diversity
Apply an understanding of systemic racism to the context of an ethical problem.	n/a	Valuing of Diversity

Instructional Methods
Students will meet in class and engage in workshop-like activities to prepare for their roles as professional health students and professional occupational therapists.

Required Course Materials and Technology:
AOTA Membership* ($75 per year for student membership): www.aota.org
* Throughout this course and in other courses you will be accessing member-only documents from the American Occupational Therapy Association's website

Schell, B. A. B. & Gillen, G.(Eds.). (2019). *Willard & Spackman's occupational therapy* (13th ed.). Philadelphia, PA: Wolters Kluwer.

Students will need a computer with webcam and microphone to participate in this course.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Dates/Themes		Readings/Assignments
The Professional OT Student		
Aug 25 Tuesday	Course Introduction Understanding Professional Development	Deiuliis, E.D. *Definitions of Professionalism* from Professionalism Across Occupational Therapy Practice (pp. 3-20, 22-23)
Sep 1 Tuesday	Professional Behaviors *In-class administration of the *Professional Behaviors Self-Assessment*	Deiuliis, E.D. *Definitions of Professionalism* from Professionalism Across Occupational Therapy Practice (pp. 20-21, 24-42) Watch videos before class (see Canvas) Reflective Journal Entry #1 Due- Professional Behaviors
Sep 8 Tuesday	Occupational Balance and Wellness as a Professional	Westhorp, P. (2003). Exploring balance as a concept in occupational science. *Journal of Occupational Science, 10,* 99-106. Professional Behaviors Self-Assessment Due
Sep 15 Tuesday	Giving and Receiving Feedback	Algiraigri, A. H. (2014) Ten tips for receiving feedback effectively in clinical practice, *Medical Education Online*, *19*(1), 25141, https://doi.org/10.3402/meo.v19.25141 Why You Should Stop Being so Hard on Yourself (Lieberman): https://www.nytimes.com/2018/05/22/smarter-living/why-you-should-stop-being-so-hard-on-yourself.html
Sep 17 Thursday	Class Meeting Create a Class Mission Statement	***Class Meeting is OPTIONAL- Meet at 9:30am**
The Professional Occupational Therapist		
Sep 22 Tuesday	<u>In Class:</u> Introduction to the Learning Portfolio <u>Online:</u> OT Licensure and Certification Journals, and Professional Organizations	Watch video before class (see Canvas) Watch videos before class (see Canvas) Schultz-Krohn: Chapter 70- Competence and Professional Development (from Willard & Spackman) Review the following websites: • National Board for Certification in Occupational Therapy: https://www.nbcot.org/ • Florida Board of Occupational Therapy: https://floridasoccupationaltherapy.gov/ • Florida Occupational Therapy Association: http://www.flota.org/ • AOTA Career Advice Articles: http://www.aota.org/Education-Careers/Students/Pulse/Archive/career-advice.aspx • NBCOT Navigator: http://www.nbcot.org/navigator

		• NBCOT Certification Renewal Activities: http://www.nbcot.org/chart • State of Florida Continuing Education Requirements for OT (click on the "CE" tab in the box) : http://floridasoccupationaltherapy.gov/renewals/ • AOTA Fellowship Program: https://www.aota.org/Education-Careers/Advance-Career/fellowship.aspx • AOTA Emerging Leaders Development Program: https://www.aota.org/education-careers/advance-career/eldp.aspx • AOTA Board Certification and Specialty Certification: https://www.aota.org/Education-Careers/Advance-Career/Board-Specialty-Certifications.aspx Complete Quiz on Canvas Reflective Journal Entry #2 Due- Professionalism
Sep 29 Tuesday	<u>In class:</u> Work with Teams on Settings Assignment <u>Online:</u> Overview of Continuing Competence: Evidence-based Practices in Continuing Professional Development	Watch video before class (see Canvas) American Occupational Therapy Association. (2015). Standards for continuing competence. *American Journal of Occupational Therapy, 69*(Suppl. 3), 6913410055. http://dx.doi.org/10.5014/ajot.2015.696S16 American Occupational Therapy Association. (2017). Continuing professional development in occupational therapy. *American Journal of Occupational Therapy, 71,* 7112410017. https://doi.org/10.5014/ajot.2017.716S13 Laverdure (2016) *Using Reflection to Advance Professional Expertise: A Novice-to Expert Trajectory*: http://www.aota.org/Publications-News/otp/Archive/2017/03-13-17-reflective-practice/Reflection-to-Advance-Professional-Expertise-Novice-to-Expert-Trajectory.aspx Complete Quiz on Canvas
Oct 6 Tuesday	No class meeting	
Professionalism: Diversity and Ethics		
Oct 8 Thursday	Diversity	<u>Guest Speaker:</u> Dr. Orit Shechtman 10:30-11:30 Preparation Activities and Readings to be posted on Canvas Reflective Journal #3 Due- Continuing Competence
Oct 13 Tuesday	Settings Presentations (Groups 1-4)	Settings Presentations Due- Submit PowerPoint to Canvas
Oct 15 Thursday	Diversity	<u>Guest Speaker:</u> Dr. Orit Shechtman 10:30-11:30

		Preparation Activities and Readings to be posted on Canvas
Oct 20 Tuesday	Settings Presentations (Groups 5-8)	
Oct 22 Thursday	Diversity	<u>Guest Speaker: </u>Dr. Orit Shechtman 10:30-11:30 Preparation Activities and Readings to be posted on Canvas
Oct 27 Tuesday	No class meeting	
Oct 29 Thursday	Diversity	<u>Guest Speaker: </u>Dr. Orit Shechtman 10:30-11:30 Preparation Activities and Readings to be posted on Canvas
Nov 3 Tuesday	Introduction to Ethics	Readings: 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 Doherty: Chapter 36- Ethical Practice (from Willard & Spackman) Reflective Journal Entry #4 Due- Diversity
Nov 10 Tuesday	Ethics, cont.	Reading: Scott, J. B. & Rietz, S. M. (2017). Promoting ethics in occupational therapy practice: Codes and consequences. American Occupational Therapy Association. (2005). Enforcement Procedures for the Occupational Therapy Code of Ethics. American Journal of Occupational Therapy, 59, 643-652. http://dx.doi.org/10.5014/ajot.59.6.643 (Links to an external site.) NBCOT Code of Conduct: https://www.nbcot.org/en/Regulators/Professional-Conduct AOTA Update: Patient Driven Payment Model (PDPM)
Nov 17 Tuesday	Ethics and Intraprofessional Teams	Readings: American Occupational Therapy Association. (2015). Standards of practice for occupational therapy. *American Journal of Occupational Therapy, 69*(Suppl. 3), 6913410057. http://dx.doi.org/10.5014/ajot.2015.696S06 American Occupational Therapy Association. (2014). Guidelines for supervision, roles, and responsibilities during the delivery of occupational therapy services. *American Journal of Occupational Therapy, 68*(Suppl. 3), S16–S22. http://dx.doi.org/10.5014/ajot.2014.686S03
Nov 24 Tuesday	Ethics and Diversity, Equity, and Inclusion	Johnstone, M. & Kanitsaki, O. (2010). The neglect of racism as an ethical issue in healthcare. *Journal of Immigrant and Minority Health, 12*, 489-295. https://link.springer.com/article/10.1007/s10903-008-9210-y

		Hardeman, R. R., Medina, E. M., & Kozhimannil, K. B. (2016). Structural racism and supporting Black lives — The role of health professionals. *New England Journal of Medicine, 375,* 2113-2115. https://www.nejm.org/doi/full/10.1056/NEJMp1609535#t=article
Dec 1 Tuesday	Peer Review and Self-assessment- Learning Portfolio	Bring your laptops Reflective Journal Entry #5 Due- Ethics
Dec 8 Tuesday	Course Wrap-up and Evaluations	Learning Portfolio Due
Dec 15	**FINALS WEEK- No class**	

ACADEMIC REQUIREMENTS AND GRADING

Assignments
Quizzes: Students will take two quizzes, provided online in Canvas, to assess knowledge and application of content taught online (OT Licensure and Certification, Journals, and Professional Organizations and Overview of Continuing Competence: Evidence-based Practices in Continuing Professional Development).

> **Commented [MCT1]:** New assignment

Professional Behaviors Self-Assessment: The Professional Behaviors Self-Assessment is a useful tool to identify your professionalism strengths and limitations. Students will submit this assignment in Canvas. This assignment must be completed to pass this class.

> **Commented [MCT2]:** New assignment

Reflective Journal Entries: Students will complete five reflective journal entries throughout the course. Prompts will be provided for each entry and students will complete their entries in Canvas. See Canvas for the instructions and grading rubric. Students will submit this assignment in Canvas.

Settings Presentations: Students will work in small groups to develop a PowerPoint presentation on an assigned practice setting. Areas covered will include, but are not limited to: description of the setting, types of clients, a typical workday, and specialized knowledge needed. Students are encouraged to interview an occupational therapist working in their assigned setting. A minimum of 3 literature citations must be provided. Students will present their findings in class. See Canvas for the instructions and grading rubric. Students will submit their PowerPoint to the instructor in Canvas.

> **Commented [MCT3]:** New assignment

Learning Portfolio: Students will develop a learning eportfolio organized by the OTD Themes and Instructional Outcomes. Students will include artifacts and reflections in order to identify the ways in which they are gaining knowledge and skills to achieve OTD outcomes. The portfolio will be updated each semester and reviewed by the student's mentor. Grades for the portfolio will be included in OTH 6722 Professional Development in Occupational Therapy, the Doctoral Mentorship series (OTH 6906-6909), and OTH 6911 Capstone. See Canvas for the instructions and grading rubric. Students will submit the link to their eportfolio in Canvas.

Professionalism: Students will be observed at each class and assessed on professionalism using the Professionalism Rubric located on Canvas. If there are concerns regarding professional behaviors, students will be asked to meet with the instructor, develop a plan to address the concerns, and then meet with the instructor after a predetermined time frame to assess progress with the plan. If professional behaviors do not improve, then professionalism points will be deducted.

Grading

Requirement	Due date	Points
Quizzes on Canvas (2)	9/22 & 9/29	10 (5 points each)
Professional Behaviors Self-Assessment	9/8	P/F (turn in for credit)
Reflective Journal Entry 1	9/1	10
Reflective Journal Entry 2	9/22	10
Reflective Journal Entry 3	10/8	10
Reflective Journal Entry 4	11/3	10
Reflective Journal Entry 5	12/1	10
Settings Presentation	10/13	10
Learning Portfolio	12/8	25
Professionalism	All semester	5
TOTAL		100

OTD Program Standard Grading Scale: For more information concerning program grading policies see *OTD Student Manual*.

Grading

Point system used (i.e., how do course points translate into letter grades).All assignments **MUST** be completed and turned in to pass the course.

Example:

Points Earned	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
70-76	C
67-69	D+
63-66	D
60-62	D-
Below 60	E

Letter Grade	Grade Points
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
D+	1.33
D	1.0
D-	0.67
E	0.0
WF	0.0
I	0.0
NG	0.0
S-U	0.0

More information on UF grading policy may be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Policy Related to Make up Work
The portfolio and all assignments are due on the due date, as assigned, unless otherwise instructed. Late assignments are subject to a grade reduction of 10% per day late unless instructor approval is received. For assignments that are completed or turned in on Canvas, any requests for make-ups or to turn in work late due to technical issues MUST be accompanied by the email received from the help desk when the problem was

reported to them. The email will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up. If you are unable to submit work through Canvas you may email it to the instructor.

Policy Related to Required Class Attendance
OTD students are required to attend all class activities. See the *OTD Student Manual* for policies related to attendance. For information regarding the UF Attendance Policy see the Registrar website for additional details: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

OTD students are required to attend all class activities. **Attendance to all class activities is mandatory unless otherwise stated (e.g. optional activities)**. All students will be held responsible for all material presented and discussed in class activities regardless of attendance. If possible, a student who must be late or absent to a class activity should notify the instructor prior to the scheduled time in order to schedule makeup activities. Some experiences cannot be made up. For students with an excused absence an alternative activity will be provided.

If possible, faculty should be informed of absences **prior to the time of the scheduled activity** (exam, site visit, assignment deadline, presentation), unless it is an illness or emergency.

   a) A student who must be absent must notify Dr. Myers ctmyers@phhp.ufl.edu via email prior to the anticipated absence, if possible. (Do not contact guest lecturers.)
   b) See the "Policy Related to Make up Exams or Other Work" above related to missing assignments.
   c) See the Attendance Policy in the OTD Student Manual for procedures on turning in the Absence Petition Form.

Please note all faculty are bound by the UF policy for excused absences See the *OTD Student Manual* for policies related to attendance. For information regarding the UF Attendance Policy see the Registrar website for additional details: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Absences not covered by the UF Attendance Policy will be considered excused if the Absence Petition Form is completed. More than two unexcused absences in a class will result in the student being referred to the Academic Performance Review Committee for professional behavior issues.

Late Arrivals/Early Departures: Students should arrive on time for class and stay for the entire class period. If you must arrive later or leave early, we ask that you make every effort to let the instructor know ahead of time. Late arrivals and early departures are treated as absences and students must let the instructor know how they intend to make up missed work.

Assignment policies: Assignment due dates are provided in the course outline in this syllabus. All assignments are **due no later than the beginning of class on** the date assigned unless otherwise instructed. Late assignments will be subject to a 10% reduction in grade for each day late, and will be accepted for up to three days after the deadline, unless prior arrangements have been made with the instructor. Late assignments should be submitted through Canvas.

All written assignments, whether for a practicum or classroom assignment are to be typed. Correct spelling, grammar, legibility, accuracy, logical thought sequence, continuity, smooth transitions and correct referencing are expected for all assignments. References are to be cited in APA format using the Publication Manual of the American Psychological Association. This reference manual should be used to clarify writing format and style.

All assignments submitted electronically must be submitted using Microsoft Word format (.doc/.docx) or Portable Document format (.pdf) unless otherwise specified by the instructor.

Online Synchronous Sessions
Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not

willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

For further information about the material provided below see the relevant sections of the *OTD Student Handbook*.

Professional Behavior is expected at all times, and can be defined as:
● Personal responsibility for prompt arrival, and regular participation and attendance all course activities; with appropriate and judicious use of class and lab time.
● Assumption of responsibility in keeping classroom in order and laboratory materials properly utilized and stored.
● Treatment of peers, professors, teaching assistants, guest lecturers, clinical personnel, with consideration, confidentiality, and respect.
● Students are expected to be thoroughly prepared for class. Students are expected to read and study assigned readings in text and course syllabus prior to coming to class. Students are expected to bring all materials necessary to effectively participate or those specifically designated by the instructor to class or lab.
● Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture and lab by refraining from chatter or other distracting behaviors; turning off your cellular phone; not reading other material during class (such as the newspaper, crossword puzzles, etc.); meeting deadlines; arranging with instructor or peer to get handouts or announcements if you cannot attend class; arranging with the instructor in advance if you cannot meet scheduled tests and assignments.
● Students are expected to actively participate in discussions and lab activities. Participation assists students to develop knowledge and skill in interpersonal relationships and communication by relating to patients and families with various backgrounds and performance deficits, by relating to other students, therapists and supervisors, students gain an understanding of relationships in professional role.
● Professional attire in lectures and labs when there are guests, in all clinics and site visits (as applicable).
    - Clean long khaki or black pants that remain fitted when moving and bending.
    - Standard OT Polo that is adequately fitting; neither clingy nor revealing and remains discretely tucked into pants when reaching and moving.
    - Clean, closed toe shoes with adequate base of support.
    - Jewelry & make-up kept to a minimum. No hats. No fragrances. Tattoos must be covered.
● Lecture notes and/or PowerPoint slides are provided solely at the discretion of the presenter. Regardless of the provision of lecture notes/PowerPoint slides, students are responsible for all materials assigned and covered in class, labs, and site visits.
● Phones/Laptops/Tablets/Electronic Devices may be used in class for taking notes, viewing slides, or accessing websites associated with ongoing class activities. Students are not allowed to use these devices in class for any other reason. Topic instructors may further limit or prohibit the use of electronic devices during their presentations. Do NOT take photos in class. You must inform and obtain the instructor's permission to audio record in class.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

 "**We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity**."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
http://gradschool.ufl.edu/students/introduction.html

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

Policy Related to Guests Attending Class
Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:
http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm

SUPPORT SERVICES

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, you must register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health
Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.
- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. On line and in person assistance is available.

- You Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center (352) 264-6789; http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment
Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

Changing your Canvas Display Name: Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.