

Cover Sheet: Request 11272

OTH 5726 - Service Delivery and OT Management

Info

Process	Course Modify Ugrad/Pro
Status	Pending
Submitter	Foss, Joanne J jfoss@phhp.ufl.edu
Created	11/8/2016 9:22:40 AM
Updated	12/7/2016 5:25:51 PM
Description of request	Basic principles of health care systems providing occupational therapy to individuals and organizations.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	PHHP - Occupational Therapy 313303000	Pugh, Emily Strayer		11/15/2016
Deleted OTH 6xxx Service Delivery.docx					11/8/2016
College	Approved	PHHP - College of Public Health and Health Professions	HANSON, STEPHANIE L.		11/15/2016
No document changes					
University Curriculum Committee	Comment	PV - University Curriculum Committee (UCC)	Case, Brandon	Added to the December agenda.	11/22/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			11/22/2016
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 11272

Info

Request: OTH 5726 - Service Delivery and OT Management

Description of request: Basic principles of health care systems providing occupational therapy to individuals and organizations.

Submitter: Foss,Joanne J jfoss@phhp.ufl.edu

Created: 12/7/2016 5:23:13 PM

Form version: 2

Responses

Current PrefixOTH

Course Level5

Number 726

Lab Code None

Course Title Service Delivery and OT Management

Effective Term Spring

Effective Year 2018

Requested Action Other (selecting this option opens additional form fields below)

Change Course Prefix?No

Change Course Level?Yes

Current Level5

Proposed Level6

Change Course Number?No

Change Lab Code?No

Change Course Title?Yes

Current Course TitleService Delivery and OT Management

Proposed Course TitleOT Service Delivery and Organization

Change Transcript Title?Yes

Current Transcript TitleService Delivery

Proposed Transcript Title (21 char. max)Service Deliv/Organiz

Change Credit Hours?No

Change Variable Credit?No

Change S/U Only?No

Change Contact Type?No

Change Rotating Topic Designation?No

Change Repeatable Credit?No

Change Course Description?Yes

Current Course DescriptionBasic principles of management and systems in providing occupational therapy to individuals and organizations.

Proposed Course Description (50 words max)Basic principles of health care systems providing occupational therapy to individuals and organizations.

Change Prerequisites?Yes

Current PrerequisitesEnrollment in the OTD program

Proposed PrerequisitesOTH 6xxx Occupational Therapy Foundations (C) and OTH 6539 Occupational Therapy Theory (C)

Change Co-requisites?No

RationaleThis course will be taught at the doctoral level so 5000 level course number is no longer appropriate.

University of Florida
College of Public Health & Health Professions Syllabus
OTH 6xxx Service Delivery and Organization (2 credits)
 Semester: Spring, 2018
 Delivery Format: On-Campus
 Course Website or E-Learning *if applicable*

Instructor Name: Consuelo M. Kreider, PhD., OTR/L	Co-Instructor: Emily E. Pugh, MS, OTR/L
Room Number: 2113	Room Number: 2110
Phone Number: 273-6621	Phone Number: 273-6096
Email Address: ckreider@phhp.ufl.edu	Email Address: epugh@phhp.ufl.edu
Office Hours: Monday, 8:00 to 10:00 am	Office Hours: Monday, 8:00 to 10:00 am

Preferred Course Communications email: above

Prerequisites: OTH 6xxx Occupational Therapy Foundations and OTH 6539 Occupational Therapy Theory

PURPOSE AND OUTCOME

Course Overview

This course offers students conceptual and practical knowledge and skills needed to supervise the delivery of evidence- and occupation-based occupational therapy services that are efficacious and cost-effective within the varying contexts of the rapidly changing health care environment.

Relation to Program Outcomes

This course addresses OTD Program Student Learning Objectives 9, 11, 12, and 13. This course will address entry-level delivery of OT services. These knowledge and skills will be built upon later in the curriculum by the program evaluation and development which will offer advanced skills in program development in current and emerging practice areas. Classroom activities are designed to develop and evaluate individual student competencies throughout the curriculum.

Student Learning Objectives and ACOTE Standards

After successfully completing the course, students will be able to supervise the delivery of high quality, cost-effective therapy services that meet legal and ethical standards within the varying contexts of a dynamic health care environment. Students will employ professional knowledge and collaborative skills to integrate input from current evidence, occupational therapy and related theory, ethical standards, service delivery models, and governing structures into the delivery of occupational therapy services.

The course materials, activities and experiences will prepare the student to partially meet:

ACOTE Standard B.6.0. Context of service delivery includes the knowledge and understanding of the various contexts, such as professional, social, cultural, political, economic, and ecological, in which occupational therapy services are provided.

ACOTE Standard B.7.0. Leadership and management skills include principles and applications of leadership and management theory.

ACOTE Standard B.9.0. Professional ethics, values, and responsibilities include an understanding and appreciation of ethics and values of the profession of occupational therapy.

Specific Student Learning Objectives: Upon completion of the course, the student will be able to:

1. Evaluate and address the various contexts of health care, education, community, political, and social systems as they relate to the practice of occupational therapy. (ACOTE B.6.1)
2. Analyze the trends in models of service delivery, including, but not limited to, medical, educational, community, and social models, and their potential effect on the practice of occupational therapy. (ACOTE B.6.5)
3. Utilize national and international resources in education, research, practice, and policy development. (ACOTE B.6.6)
4. Identify and evaluate the systems and structures that create federal and state legislation and regulations and their implications and effects on practice and policy. (ACOTE B.7.2)

5. Demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration under state laws (ACOTE B.7.3)
6. Demonstrate knowledge of various reimbursement systems (e.g., federal, state, third-party, private-payer), appeals mechanisms, and documentation requirements that affect the practice of occupational therapy. (ACOTE B.7.4)
7. Develop strategies for effective, competency-based legal and ethical supervision of occupational therapy and non-occupational therapy personnel. (ACOTE B.7.7)
8. Describe the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator. (ACOTE B.7.8)
9. Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) *Occupational Therapy Code of Ethics and Ethics Standards* and AOTA *Standards of Practice* and use them as a guide for ethical decision making in professional interactions, client interventions, and employment settings. (B.9.1)
10. Explain and justify the importance of supervisory roles, responsibilities, and collaborative professional relationships between the occupational therapist and the occupational therapy assistant. (ACOTE B.9.8)

Instructional Methods

Instructional methods include class lecture and discussion, online PowerPoint slides, readings, posted preparatory learning activities, individual and group assignments, presentations, lab experiences, and objective evaluations.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Topic(s)
1	Occupation-Based Practice in Current and Emerging Practice Areas
2	National and Global Contexts of Health Care Delivery and Their Impact on Provision of OT
3	Theoretical Applications to OT Service Delivery
4	Regulatory and Accreditation Impacts on Service Delivery
5	Reimbursement Systems for OT Services
6	Legal Issues and Risk Management
7	Ethical Issues: Identification and Resolution
8	Cultural Competence and Health Literacy
9	Communication Skills
10	Supervision of OT Service Delivery
11	Teamwork
12	Advocacy
13	Quality Improvement
14	Basic Marketing Skills
15	Managing Change
16	Final Exam

Course Materials and Technology

Instructional methods include class lecture, online PowerPoint slides, readings, posted preparatory learning activities, individual and group assignments, presentations, lab experiences, and objective evaluations.

Required Reading: Required reading assignments will be posted on e-Learning (Canvas) course website for each class accessed via E-learning Support Website: <http://elearning.ufl.edu/>

- Braveman, B. (Ed.). (2016). *Leading and managing occupational therapy services: An evidence-based approach*. Philadelphia: F.A. Davis.
- Kielhofner, G. (2006). *Research in occupational therapy: Methods of inquiry for enhancing practice*. Philadelphia: F.A. Davis. (required textbook from the OT Research course)
- Sames, K. (2010). *Documenting occupational therapy practice* (current ed.). Boston: Pearson. (textbook that has been required throughout the program)

- Additional selected readings (e.g., journal articles, websites, American Occupational Therapy Association official documents, Florida Occupational Therapy Practice Act)

For technical support for this class, please contact the UF Help Desk at:

- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Assignments: for more detailed descriptions of assignments and grading rubrics see the course Canvas site.

1. Video of professional communication skills in simulated supervisory situations (e.g., providing feedback, reporting in an interdisciplinary meeting, dealing with cultural or health literacy service needs of a client), completion of a self-assessment, and development of a plan for professional improvement.
2. Small group class presentation of plans for meeting with a state legislator (or staff) to present a specific occupational therapy related issue of interest.
3. Mid-term exam
4. Final exam

Grading

Requirement	% of final grade
Mid-term Exam	25%
Advocacy assignment	25%
Video self-assessment	25%
Final Exam	25%
Total =	100%

Points earned	93-100	90-92.99	87-89.99	83-86.99	80-82.99	77-79.99	73-76.00	70-72.99	67-69.99	63-66.99	60-62.99	0-59.99
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. In addition, a grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Policies related to attendance, make up work and exams:

Attendance to program and course activities is required. For a review of the OTD Attendance policies and documentation requirements see the *OTD Student Handbook*. Emergency issues will be handled on an individual basis.

All faculty are bound by the UF policy for excused absences. 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* or the websites provided.

Communication Guidelines

- Treatment of peers, professors, teaching assistants, guest lecturers, clinical personnel, with consideration, confidentiality, and respect.
- 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. Personal responsibility for prompt arrival, and regular participation and attendance all course activities; with appropriate and judicious use of class and lab time.

Professional Behavior

- Assumption of responsibility in keeping classroom in order and laboratory materials properly utilized and stored.
- **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 all electronic devices that are not critical for formal classroom activities; 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.
- 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.
 - Collared, adequately fitting shirt that is neither clingy nor revealing and remains discretely tucked into pants when reaching and moving. No T-shirts.
 - 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 Power Point slides are provided solely at the discretion of the presenter. Regardless of the provision of lecture notes/Power Point slides, students are responsible for all materials assigned and covered in class, labs, and site visits.
- **Laptops/Tablets:** Laptops/tablets may be used in class for taking notes, viewing slides, or accessing websites associated with ongoing class activities. Students are not allowed to use laptops/tablets in class for any other reason. Topic instructors may further limit or prohibit the use of laptop/tablet used during their presentations.

Assignment Policies

All assignments are **due at the beginning of class time on** the date assigned unless otherwise instructed. Late assignments will be subject to a severe grade reduction, if accepted.

All written assignments, whether for a practicum or classroom assignment are to be typed. Lab assignments may be written legibly in ink. 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.

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/>.

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

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

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.
