

Cover Sheet: Request 11257

OTH 6xxx - Program Evaluation and Development

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Foss, Joanne J jfoss@phhp.ufl.edu
Created	11/7/2016 2:14:23 PM
Updated	11/22/2016 11:07:57 AM
Description of request	This course offers students conceptual and practical knowledge and skills needed to develop, administer, and lead 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.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	PHHP - Occupational Therapy 313303000	Pugh, Emily Strayer		11/15/2016
No document changes					
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|New for request 11257

Info

Request: OTH 6xxx - Program Evaluation and Development

Description of request: This course offers students conceptual and practical knowledge and skills needed to develop, administer, and lead 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.

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

Created: 12/7/2016 4:40:54 PM

Form version: 3

Responses

Recommended PrefixOTH

Course Level 6

Number xxx

Category of Instruction Intermediate

Lab Code None

Course TitleProgram Evaluation Development

Transcript TitleProgram Eval/Dev

Degree TypeProfessional

Delivery Method(s)On-Campus

Co-ListingNo

Effective Term Spring

Effective Year2018

Rotating Topic?No

Repeatable Credit?No

Amount of Credit3

If variable, # min 0

If variable, # max0

S/U Only?No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description This course offers students conceptual and practical knowledge and skills needed to develop, evaluate, administer, and lead 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.

Prerequisites OTH 6xxx Foundations of Occupational Therapy(B) and OTH 6xxx OT Service Delivery and Organization (B)

Co-requisites NA

Rationale and Placement in Curriculum This course addresses Program Student Learning Objectives 9, 11, 13, and 14 by incorporating the four threads that are embedded throughout the curriculum (i.e., critical thinking, entry-level occupational therapy competencies, personal professional identity, and interpersonal communication skills). Classroom activities are designed to develop and evaluate individual student competencies throughout the curriculum.

Course Objectives 1. Integrate current social, economic, political, geographic, and demographic factors to promote policy development and the provision of occupational therapy services. (ACOTE B.6.3)

2. Analyze the current policy issues and the social, economic, political, geographic, and demographic factors that influence the various contexts for practice of occupational therapy. (ACOTE B.6.2)

3. Advocate for changes in service delivery policies, effect changes in the system,

and identify opportunities to address social needs. (ACOTE B.6.4)

4. Identify and evaluate the impact of contextual factors on the management and delivery of occupational therapy services for individuals and populations. (ACOTE B.7.1)

5. Demonstrate leadership skills in the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs and service delivery options and formulation and management of staffing for effective service provision. (ACOTE B.7.5)

6. Demonstrate leadership skills in the ability to design ongoing processes for quality improvement (e.g., outcome studies analysis) and develop program changes as needed to ensure quality of services and to direct administrative changes. (ACOTE B.7.6)

7. Demonstrate knowledge of and the ability to write program development plans for provision of occupational therapy services to individuals and populations. (ACOTE B.7.9)

8. Identify and adapt existing models or develop new service provision models to respond to policy, regulatory agencies, and reimbursement and compliance standards. (ACOTE B.7.10)

9. Identify and develop strategies to enable occupational therapy to respond to society's changing needs. (ACOTE B.7.11)

10. Identify and implement strategies to promote staff development that are based on evaluation of the personal and professional abilities and competencies of supervised staff as they relate to job responsibilities. (ACOTE B.7.12)

11. Discuss professional responsibilities related to liability issues under current models of service provision (ACOTE B.9.5)

Course Textbook(s) and/or Other Assigned Reading 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.

Weekly Schedule of Topics

Week	Topic(s)
1	Strategic Planning and Needs Assessment
2	Internal and External Resource Identification, Utilization, and Collaboration
3	Legal and Regulatory Considerations and Documentation
4	Clinical Program Planning
5	Environmental Planning and Management
6	Administrative Oversight and Staffing Plan
7	Staff Selection and Development
8	Staff Supervision and Performance Evaluation Processes
9	Marketing Plan
10	Financial Plan and Budget Management
11	Funding Options
12	Program Evaluation and Quality Improvement Application
13	Safety and Risk Management
14	Organizational Ethics Implications
15	Finalizing the Program Plan
16	Presenting the Program Plan

Week	Topic(s)
1	Strategic Planning and Needs Assessment
2	Internal and External Resource Identification, Utilization, and Collaboration
3	Legal and Regulatory Considerations and Documentation
4	Clinical Program Planning
5	Environmental Planning and Management
6	Administrative Oversight and Staffing Plan
7	Staff Selection and Development
8	Staff Supervision and Performance Evaluation Processes
9	Marketing Plan
10	Financial Plan and Budget Management
11	Funding Options
12	Program Evaluation and Quality Improvement Application
13	Safety and Risk Management
14	Organizational Ethics Implications
15	Finalizing the Program Plan
16	Presenting the Program Plan

Links and Policies 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; cell phones must be turned to silent or vibrate and answered outside the classroom in case of an emergency; 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.

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.

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 .

Grading Scheme Requirement 100% of final grade
Marketing Plan

20%
Financial Plan

20%
Program Evaluation and Quality Improvement Application

30%
Final Program Plan and Presentation

30%

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>

Instructor(s) Sherrilene Classen,, PhD., OTR, FAOTA