

# Cover Sheet: Request 11776

## OTH 67000 Advocacy and Interprofessional Skills

### Info

Process	Course Modify Ugrad/Pro
Status	Pending
Submitter	Myers,Christine T ctmyers@phhp.ufl.edu
Created	8/22/2017 9:41:50 AM
Updated	8/24/2017 2:50:42 PM
Description of request	Integration of knowledge and skills to advocate for patients and programs by influencing regulatory environment, and refinement and evaluation of skills in interprofessional communication and collaboration.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	PHHP - Occupational Therapy 313303000	Pugh, Emily Strayer		8/22/2017
Added OTH 6700 Advocacy and Interprofessional Skills.docx					8/22/2017
College	Approved	PHHP - College of Public Health and Health Professions	HANSON, STEPHANIE L.	Hill Day activity and assignments are embedded in weekly structure, not additional. Work seems consistent with change in credits requested	8/24/2017
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			8/24/2017
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 11776

## Info

**Request:** OTH 67000 Advocacy and Interprofessional Skills

**Description of request:** Integration of knowledge and skills to advocate for patients and programs by influencing regulatory environment, and refinement and evaluation of skills in interprofessional communication and collaboration.

**Submitter:** Myers,Christine T ctmyers@phhp.ufl.edu

**Created:** 8/22/2017 9:41:50 AM

**Form version:** 1

## Responses

**Current Prefix**OTH

**Course Level**6

**Number** 700

**Lab Code** None

**Course Title** Advocacy and Interprofessional Skills

**Effective Term** Spring

**Effective Year** 2018

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

**Change Course Prefix?**No

**Change Course Level?**No

**Change Course Number?**No

**Change Lab Code?**No

**Change Course Title?**No

**Change Transcript Title?**No

**Change Credit Hours?**Yes

**Current Credit Hours**3

**Proposed Credit Hours**2

**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?**No

**Change Prerequisites?**No

**Change Co-requisites?**No

**Rationale**The original request for 3 credit hours was an entry error.

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**OTH 6xxx Advocacy and Interprofessional Skills (2 credit hours)**

Semester: Fall, 2018

Delivery Format: On-Campus/Hybrid/Advocacy trips

Course Website or E-Learning *if applicable*

Instructor Name: Orit Shechtman, PhD, OTR

Room Number: 2115

Phone Number: 273-6817

Email Address: [oshecthma@phhp.ufl.edu](mailto:oshecthma@phhp.ufl.edu)

Office Hours: Monday, 8:30 – 10:30 am

Teaching Assistants: TBA

Preferred Course Communications (e.g. email, office phone): [oshecthma@phhp.ufl.edu](mailto:oshecthma@phhp.ufl.edu)

**Prerequisites:** OTH 6xxx Level 2 Fieldwork I, OTH 6xxx Level 2 Fieldwork II and OTH 6xxx Competency

## **PURPOSE AND OUTCOME**

**Course Overview:** This course will address the role of occupational therapists as advocates for their clients, communities and the profession through influencing the regulatory environment (policy development & policy making), and working effectively in interdisciplinary teams (collaboration, education and communication).

**Relationship to the curriculum:** This course occurs after fieldwork and builds upon the students' previous coursework and experiences in service delivery and interdisciplinary teams.

Student Learning Objectives and ACOTE Standards:

- 1) B.1.5 Demonstrate an understanding of the ethical and practical considerations that affect the health and wellness needs of those who are experiencing or at risk of social injustice, occupational deprivation, and disparity in the receipt of services.
- 2) B.2.3 Articulate to consumers, potential employers, colleagues, 3<sup>rd</sup> party payers, regulatory boards, policymakers, other audiences, and the general public both the unique nature of occupation as viewed by the profession of OT and the value of occupation to support performance.
- 3) B.6.1 Evaluate and address various contexts of health care, education, community, health care, political and social systems as they relate to the practice of occupational therapy
- 4) B.6.2 Analyze of current policy issues, and social, economic, political, geographic, and demographic factors that influence the various contexts for practice of OT.
- 5) B.6.3 Integrate current social, economic, political, geographic, and demographic factors to promote policy development and the provision of OT services.
- 6) B.6.4 Advocate for changes in service delivery policy, effect changes in the system and identify opportunities to address societal needs.
- 7) B.6.5 Analyze the trends and models of service delivery including but not limited to medical, educational, community, and social models and their potential effect on the practice of OT.
- 8) B.6.6 Integrate national and international resources in education, research, practice, and policy development.
- 9) B.7.2 Identify and evaluate the systems and structures that create federal and state regulations and their implications and effects on practice and policy.

- 10) B.7.4 Demonstrate knowledge of various reimbursement systems (federal, state, 3<sup>rd</sup> party, private payer), appeals mechanisms, and documentation requirements that affect society in the practice of OT.
- 11) B.9.3 Promote OT by educating other professionals, service providers, consumers, 3<sup>rd</sup> party payers, regulatory bodies, and the public.
- 12) B.9.12 Describe and implement strategies to assist the consumer in gaining access to OT and other health and social services.
- 13) B.9.13 Demonstrate advocacy by participating in and exploring leadership positions in organizations or agencies promoting the profession. (eg. AOTA, FOTA, WFOT, advocacy organizations), consumer access and services and the welfare of the community.

### Instructional Methods

Lectures and discussions (blended learning and in class), problem based learning seminars and field trips. All students will attend the Interprofessional Health Learning seminars (3 seminars, 3 hours each). All students will attend either the Tallahassee or Washington, D.C. OT "Hill Day".

### Blended Learning

*What is blended learning and why is it important?*

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

*What is expected of you?*

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

---

## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

Week	Topic(s)
1	Intro to course Ethics & Social/Occupational Justice Scenarios of Ethics/Small group work & presentation
2	Identify common advocacy issues and target audience
3	Planning for offsite activity Policies/legislation relevant to OT (e.g., licensure, reimbursement)
4	Policies/legislation relevant to society & client advocacy (ADA, IDEA, OAA-older American act, Olmstead Act)

Week	Topic(s)
5	Advocating for changes in service delivery policy Analyze the trends and models of service delivery
6	Describe and implement strategies to assist the consumer in gaining health care access; case studies Identification of barriers: federal and state regulations and reimbursement
7	Interprofessional competencies: IOM Competencies Guest panel multi-disciplinary issue related topic
8	Evaluation of systems, policies, and programs from an advocacy perspective Lab - Evaluation of systems policies/programs
9	AOTA/FOTA/WFOT: Skype discussion FOTA or AOTA Legislator/lobbyist guest speaker
10	Off-site promotion and education dissemination preparations
11	Hill Day: Washington or Tallahassee site visit
12	Advocacy Presentations
13	Reflection and discussion of IPHL seminar experience – role planning
14	Day for IPHL visits

### Course Materials and Technology

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/> or accessed through the UF Health Science Center Libraries, the American Occupational Therapy Association website, or other related resources.

#### Required Texts:

Avner, M. (2013). The lobbying and advocacy handbook for non-profit organizations: Shaping public policy at the state and local level. Fieldstone Alliance.

Interprofessional Education Collaborative Expert Panel. (2011). *Core competencies for interprofessional collaborative practice: Report of an expert panel*. Washington, D.C.: Interprofessional Education Collaborative.

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

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

## ACADEMIC REQUIREMENTS AND GRADING

**Assignments:** For detailed description of the assignments and grading rubrics see the class Canvas website.

### Grading

Requirement	Points
Paper on one organization (and identify 3 related organizations and the interrelationship), Join it & participate in 1 activity identify opportunities for leadership	20
Letter to legislator (submitted and copy turned in)	10
Reflection on interdisciplinary experiences (IPHL)	10
Community presentation with write up or poster	10
Final Presentations: Advocacy Plan	45

Review of peers presentations	5
	<b>100%</b>

<b>Points earned</b>	93-100	90-92.99	87-89.99	83-86.99	80-82.99	77-79.99	73-76.99	70-72.99	67-69.99	63-66.99	60-62.99	0-59.99
<b>Letter Grade</b>	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.

<b>Letter Grade</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>E</b>	<b>WF</b>	<b>I</b>	<b>NG</b>	<b>S-U</b>
<b>Grade Points</b>	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>

**Exam Policy** N/A

#### **Policy Related to Attendance and Make up Exams or Other Work**

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.

### 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](mailto: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](http://www.multicultural.ufl.edu).