OCT 701 Course Syllabus

UNIVERSITY OF NEVADA, LAS VEGAS

POST-

4. Review and self-assess current and future educational role competencies using the AOTA Educators of the Future document. (b.8.2)
5. Synthesize and describe contemporary theories and evidence-based practice as it relates to your own area of clinical practice. (B.8.3)
6. **Develop a detailed plan for professional development for the next 1, 3 and 5 years.** (B.9.6, B.9.6)

ACOTE Standards:

B.2.8. Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice.

B.8.1. Articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to the profession of occupational therapy.

B.8.2. Effectively locate, understand, critique, and evaluate information, including the quality of evidence.

B.8.3. Use scholarly literature to make evidence-based decisions.

B.9.4. Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.

B.9.6. Discuss and evaluate personal and professional abilities and competencies as they relate to job responsibilities.

Course Structure:
Evaluation Methods
1. **Testing**
   Final Assignment   5 year plan (1)
2. **Assignments**
   i. Assignments (vary weekly)
   ii. Assignments/ papers are to be submitted on the dates they are due. Late assignments/papers will be subject to 25% deduction penalty, after 12-hours late assignments will be given a zero. Extensions will be at the discretion of the instructor/program director and need to be pre-arranged.

When submitting an electronic file (assignment/paper) you must use the following format: SMITHJohn0OCT701-assignmenttitle.doc

ii. Substantive Discussion Board Postings   Please see Discussion Board Guidelines below.

Grading
Numeric and Letter Grade Translation
        A   93-100
        A-90-92
        B+ 87-89
        B 83-86
        B- 80-82
        C+ 77-79
        C 73-76
        F <73

Grading criteria and rubrics are provided for each module, assignment, paper, and discussion board within Canvas. Monday is the first day of the module, which will close then the following Sunday at midnight PCT. For example, Monday, May 20 through Sunday, May 26 at midnight. Assignments are due by midnight on the week assigned. Please keep a record, screenshot of your email in which you submitted it in case of delivery problems.

Instructional Practices:
Educational Effectiveness
        Active participation and analysis in discussion board
        Completion of module assignments addressing concepts for the course
        Integration of course concepts as evidence in assignments

Discussion board postings will be graded with the rubric posted for each module and assignment. There will be an emphasis of quality and professionalism as well as an adherence to APA standards.

In order to count as participation your postings must reflect critical thinking, reflection, application, and analysis of the given topic. Comments such a

are nice and can be included but do not count as doctoral level postings and you will not receive participation points for these posts.

Respond to posts with a minimum of two (2) paragraph. Include appropriate references from course readings or outside literature. All references should follow, 7th edition APA format.

Initial postings of responses on the discussion board must be posted by 11:59 PST on Friday. Peer responses should be completed by Sunday evening 11:59 PST.

All writing should follow APA 7th edition format of Times New Roman, 12 point font, double spaced. Include a title page and references for all assignments.

Netiquette:

Please remember good Netiquette. Online we do not see the body language and tone of voice that accompanies the posting so it is important to be mindful of your posts.

Only capitalize a word or phrase to emphasize it as capitalizing words generally means that you are shouting.

Check the discussion board frequently and respond appropriately and in a timely manner. Remember, everyone has demanding schedules and many people need to plan ahead and cannot go and respond to discussion at the end of the week.

Use appropriate heading titles in your posting.

Be professional and respectful in your online interaction.

Cite references and quotations in APA, 6th edition

Teaching Methods:
    a. Lecture
    b. Class discussion
    c. Student self-study

Teaching Aids:
    a. Power point presentations
    b. Video
    c. Required and recommended readings

Student responsibilities:
    a. Attention and active participation are required in all sessions. Each student is
    expected to prepare for the lecture and lab session by 1 0 0 1 90r nBT/F2 12 Tf1 0 0 1 363.15 119.53 Tm

c. Graduate writing is expected in all assignments.

Course Policies:
For general Course Policies see the Post-Professional Occupational Therapy Doctorate Program Student Manual.

UNLV Policies:
Public Health Directives
Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at https://www.unlv.edu/coronavirus/health-requirements. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the UNLV Student Conduct Code, https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf including being administratively withdrawn from the course.

Academic Misconduct
Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the

example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the Student Conduct Code, https://www.unlv.edu/studentconduct/student-conduct

Auditing Classes
Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct
Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as pagers and cellular phones, or potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced most instruction to be delivered remotely starting on March 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are

the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at https://www.unlv.edu/provost/copyright

Disability Resource Center (DRC)

The UNLV Disability Resource Center (Student Services Complex, SSC-A, Room 143, https://www.unlv.edu/drc, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

Final Examination

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, https://www.unlv.edu/registrar/calendars

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.
UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, https://www.unlv.edu/studentconduct/misconduct/policy
attempting to act as a substitute for another, or using or attempting to

Intentionally sharing ACE login credentials with another person may be considered an attempt to

use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the <u>Acceptable Use of Computing and Information Technology Resources Policy</u>, https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

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fourths of course work for that semester/session, but cannot complete the last part of the course for

believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate
-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a gr

adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular

option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, https://www.unlv.edu/asc, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, https://writingcenter.unlv.edu/, located in the Central Desert Complex, Building 3, Room 301 (CDC 3 301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see University Statements and Compliance, https://www.unlv.edu/about/statements-compliance

A successful learning experience requires mutual respect and trust between the students and the

points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positi

Peña, A. (2010) The Dreyfus model of clinical problem-solving skills acquisition: a critical perspective, *Medical Education Online, 15*:1, 4846, DOI: 10.3402/ meo.v15i0.4846

Dreyfus, S. (2004).The five-stage model of adult skill acquisition. *Bulletin of Science, Technology and Society, 24*(3), 177-181.

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

Swan, J. (2019). What are the attributes of excellence in an acute practice occupational therapist? *Australian Occupational Therapy Journal. 66*(1): 52-60.

Course Schedule:

Week/Module	Topic	Readings	Assignments
Week 1/Module 1 Start 5/17/2021	Introductions Advanced Clinical Practice	Hinojosa & Cleveland, 2009 Muhlenhaupt et al, 2019 Swan, 2019	1)