

OCT 701 Course Syllabus

UNIVERSITY OF NEVADA, LAS VEGAS

POST-PROFESSIONAL OCCUPATIONAL THERAPY

DOCTORATE PROGRAM

Course Title: Advanced Clinical Practice in Occupational Therapy
Credit Hours: 3
Lecture Hours: 3 hours per week
Weekly Schedule: Asynchronous online from May 17 – August 13, 2021
Location: Online
Instructor(s):
Office hours:
Office location:
Email:

Course Description:

This course will provide a deep dive into the concepts of continuing competence in professional development. Each learner will examine their own clinical practice area and assess their current level of competence and then develop a trajectory for his/her future professional development. The American Occupational Therapy Association (AOTA) has established Standards for Continuing Competence (AOTA, 2015) that address the five domains of knowledge, critical reasoning, interpersonal skills, performance skills, and ethical practice. In this course, each of these five domains will be explored in detail so that the learner is equipped to perform current and future roles and responsibilities within the profession of occupational therapy. Advance practice documents from other countries will also be examined, specifically the Royal College of Occupational Therapy (British Association of Occupational Therapists) Career Development Framework, and the Canadian Association of Occupational Therapists Advanced Practice Professional Forum, and the Australian Occupational Therapy Association's Occupational Therapy Scope of Practice Framework. Students will write a synthesis paper that brings together current best practice in their area of specialty and will also create a goal plan outlining their professional development trajectory for 1, 3 and 5 years.

Course Objectives:

At the completion of the course the student is expected to be able to:

1. Self-assess level of competency in the five domains of knowledge, critical reasoning, interpersonal skills, performance skills, and ethical practice. (B.2.8)
2. Describe innovations in research, education and practice in one's own area of clinical practice. (B.8.1)
3. Review requirements for AOTA Board for Advanced and Specialty Certification in one's specialty area of practice. (B.8.2)

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

This is your LAST NAME (in upper case), your first name, the course code, activity/assignment title, and file format. Please do not submit assignments in pdf formats.

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

Attendance and Participation Guidelines:

- All assignments and deadlines are in Pacific Standard Time.
- Online attendance and an active presence are required in this class. You are expected to log in a minimum of 2x/module. Please keep in mind that the instructor is able to view how often and how long you are active in the discussion board on Canvas.
- You will want to schedule time into your week to check into the discussion board and respond to your colleagues as indicated by the syllabus and within a timely manner.
- The instructor will attempt to respond to emails and messages within 24-hours. Please send a reminder email if you do not receive a response. Please check both your email and Canvas messages on a regular basis
- Communication is essential in online learning. Be active, engaged, and available

Discussion Board Guidelines:

- Scholarly discussion is a key component of graduate level studies. Your responses should be focused, in-depth, and comprehensive.

- 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 as “I agree” or “Great job” 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 reading the required materials prior to that session.
- b. Any student having difficulty with the material should immediately seek assistance and counseling from the instructor of the course.

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](https://www.unlv.edu/coronavirus/health-requirements) 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), 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 obligation to conduct themselves in a manner compatible with UNLV's educational mission. An 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), <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 subject to the Nevada System of Higher Education's Records Retention Policy, meaning that 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](https://www.unlv.edu/provost/copyright) 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), <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), <https://www.unlv.edu/studentconduct/misconduct/policy> which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. 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 [Acceptable Use of Computing and Information Technology Resources Policy](#),

<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

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor 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 students receiving “I” grades in 500-, 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 grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](#) website, <https://guides.library.unlv.edu/appointments/librarian> You can also [ask the library staff](#) questions via chat and text message at <https://ask.library.unlv.edu/>

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](#) webpage, <https://catalog.unlv.edu/content.php?catoid=29&navoid=7326> In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

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 activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

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

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the 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), <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/), <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 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Diversity Statement

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 instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

Required Readings:

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>

Hinojosa, J., & Cleveland, P. (2009). Perspectives on Advanced Practice from Occupational Therapy. *Topics in Clinical Nutrition*, 24(3), 200-205.

Tripathi, N. S., & Middleton, C. (2018). Using the Kawa Model for self-assessment in Continuing Professional Development. *OT Practice*, 23(17), 12–16.

Myers, C. (2019). Occupational therapists' perceptions of online competence assessment and evidence-based resources. *American Journal of Occupational Therapy*, 73, 7302205090.
<https://doi.org/10.5014/ajot.2019.029322>

Johnson Coffelt, K. & Gabriel, L. (2017). Continuing competence trends of occupational therapy practitioners. *The Open Journal of Occupational Therapy*, 5(1), Article 4.
<https://doi.org/10.15453/2168-6408.1268>

Morais, L. (2018). Conceptualizing CPD as the occupational therapy process: Assessing, intervening and evaluating your career. *OTnews*, December 2018.
<file:///C:/Users/Donna/Downloads/Conceptualising%20CPD%20as%20the%20occupational%20therapy%20process.pdf>

Myers, C., Schaefer, N., & Coudon, A. (2017). Continuing competence assessment and maintenance in occupational therapy: Scoping review with stakeholder consultation. *Australian Occupational Therapy Journal*, 64, 486-500.

Benner, P. (1982). From novice to expert. *The American Journal of Nursing*, 82 (3), 402-407.

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.

Barry, M. , Kuijer-Siebelink, W. , Nieuwenhuis, L. and Scherpbier-de Haan, N. (2017), Communities of practice: A means to support occupational therapists' continuing professional development. A literature review. *Australian Occupational Therapy Journal*, 64: 185-193.
doi:10.1111/1440-1630.12334

Wenger, E. & B. (2015). Communities of practice: A brief introduction. Available from <https://wenger-trayner.com/wp-content/uploads/2015/04/07-Brief-introduction-to-communities-of-practice.pdf>

Muhlenhaupt, M., de Sam Lazaro, S., Fabrizi, S., Schefkind, S., & Owens, A. (2019). Interprofessional Core Competencies to Enhance Occupational Therapy Services in Early Childhood Settings. *OT Practice*, 2/19/2019

Provident, I. (2005). Mentoring: A role to facilitate academic change. *The Internet Journal of Allied Health Sciences and Practice*, 3(2).

Royal College of Occupational Therapists. (2017) *The Career Development Framework: Guiding Principles for Occupational Therapy*. Available at file:///C:/Users/Donna/Downloads/CAREER_FRAMEWORK.pdf

Morais, Ahmad, & Tempest (2018). To support myself, support others and support transitions. *OTnews*, September 2018, 38-41.

Waite, A. (2014). Guiding forces: Finding and benefiting from occupational therapy mentors. *OT Practice*, 19(17), 7–10.

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) Icebreaker video introduction 2) Discussion Board 3) Submit CV/Resume assignment
Week 2/Module 2 Start 5/24/2021	Continuing Competence and Continuing Professional Development	AOTA, 2017 AOTA, 2015 Myers et al, 2017 Johnson Coffelt & Gabriel, 2017 Myers, 2019	1) Discussion Board 2) Submit Mission and Vision Worksheet assignment
Week 3/Module 3 Start 6/1/2021	AOTA Professional Development Tool	Benner, 1982 Pena, 2010 Dreyfus, 2004	1) Familiarize yourself with the Professional Development Tool 2) Discussion Board
Week 4/Module 4 Start 6/7/2021	AOTA Specialty and Board Certification	Professional Development Tool, AOTA Board and Specialty Certifications	1) Discussion Board posts (2) 2) Submit AOTA PDT Worksheets assignment
Week 5/Module 5 Start 6/14/2021	NBCOT Navigator Self- Assessment	NBCOT Domain and Task Identification, Code of Conduct, and Certification Renewal Activities Chart	1) Discussion Board post
Week 6/Module 6 Start 6/21/2021	NBCOT Navigator Self- Assessment	NBCOT Navigator	1) Case Simulation Assignment 2) Discussion Board posts (3)
Week 7/Module 7 Start 6/28/2021	Using the KAWA model for Self- Assessment	Tripathi & Middleton, 2018	1) Complete Discussion Board posts (2)
Week 8/Module 8	The RCOT Career	Morais, 2018 RCOT, 2017	Fill out RCOT CPD Pillar 1 Form and 1) Complete Discussion Board post

Start 7/5/2021	Development Framework – Pillar 1	Morais et al, 2018	
Week 9/Module 9 Start 7/12/2021	The RCOT Career Development Framework – Pillar 2	CPD and RCOT	Fill out RCOT CPD Pillar 2 Form and 1) Complete Discussion Board post
Week 10/Module 10 Start 7/19/2021	The RCOT Career Development Framework – Pillar 3	CPD and RCOT	Fill out RCOT CPD Pillar 3 Form and 1) Complete Discussion Board post
Week 11/Module 11 Start 7/26/2021	The RCOT Career Development Framework – Pillar 4	CPD and RCOT, Allied Health EBP	Fill out RCOT CPD Pillar 4 Form and 1) Complete Discussion Board post 2) Upload ALL RCOT Worksheets to assignments
Week 12/Module 12 Start 8/2/2021	Communities of Practice	Barry et al, 2017 Wenger, 2015	1) Complete Discussion Board post 2) Synthesis Paper Due
Week 13/Module 13 Start 8/9/2021	Mentoring as Professional Development	Provident, 2005 Waite, 2014	1) Complete Discussion Board post
Course Ends 8/16/2021	5 Year Plans and Beyond		1) 5 Year Plan Due – Submit form and essay