

OCT 705: Distance Education and Telehealth

UNIVERSITY OF NEVADA LAS VEGAS

Department of Brain Health/ Occupational Therapy Program

Spring/2022

Time:

Class Location:

Office Location:

Instructor:

Office Hours:

Phone:

WebCampus:

Email:

Note: The instructor reserves the right to make changes to syllabus as she deems necessary, to include reading assignments.

Course Description

This course will examine instructional technology paradigms and study principles of online learning. Best practices of instructional technology will be researched and participants will have an opportunity to design an own online educational program (course and individual lesson plan with strategies, techniques and approaches. Differences between face-to-face (F2F) learning and online learning will be compared from a pedagogical perspective. Telemedicine/telehealth practice within occupational therapy will be explored, looking at ways that technologies and telecommunication systems administer healthcare to patients who are geographically separated from providers.

Course Rationale

This course is included in the required coursework for the post-professional occupational therapy program.

Learning Outcomes/Course Objectives

By the end of this course, students will be expected to:

- Describe best practices of online education
- Assemble a toolbox of web-based teaching and learning resources
- Discuss current issues relative to online pedagogy
- Develop a personal philosophy about online teaching
- Create an online course syllabus and specific lesson plan
- Discuss current applications of telemedicine/telehealth in occupational therapy practice
- Identify ways to engage participants in distance education and telehealth practice

Course Structure:

This course will combine lecture, readings, discussion, independent research and written assignments.

The student will gain knowledge in this course from the combination of:

1. Self-study (i.e.: required reading assignments, research, project development)
2. Completing written assignments
3. Discussion Board Postings

Required Text

Requirements for this course.

Book.

Nilson, L. & Goodson, L. (2017). *Online Teaching at Its Best: Merging Instructional Design with Teaching and Learning Research*. Wiley. [ISBN: 978-1-119-24229-1]

Articles.

American Occupational Therapy Association [AOTA]. (2018). *Telehealth position paper*. Available at: <http://www.aota.org/Practitioners/Official/Position/36203.aspx?FT=.pdf>

American Occupational Therapy Association [AOTA]. (2017). *American Occupational Therapy Association Advisory Opinion for the Ethics Commission: Telehealth*. Available at: <https://www.aota.org/~media/Corporate/Files/Practice/Ethics/Advisory/telehealth-advisory.pdf>

American Telemedicine Association [ATA]. (2017). *Principles for delivering telerehabilitation services*. Available at <https://telerehab.pitt.edu/ojs/index.php/Telerehab/article/view/6232>

California Telehealth Resource Center. (2014). The CTCRC telehealth program developer kit: A roadmap for successful telehealth program implementation. Available at: <https://www.telehealthresourcecenter.org/wp-content/uploads/2018/09/Complete-Program-Developer-Kit-2014.pdf>

Ciro, C., Randall, K., Robinson, C., Loving, G., & Shortridge, A. (2015). Telehealth and interprofessional education. *OT Practice*, 20(7), 7–10. <https://www.aota.org/Publications-News/otp/Archive/2015/04-27-15/Telehealth-Interprofessional-Education.aspx>

Foti, M., Eleazer, C., & Furphy, K. (2014). Teleconsultation with a developing country: Student reported outcomes of learning. *International Journal of Telerehabilitation*, 6(1), 41-50. <https://telerehab.pitt.edu/ojs/index.php/Telerehab/article/view/6140/6497>

Hill, C. (Ed.). (n.d.). 10 principles of effective online teaching: Best practices in distance education. Available at: <https://www.facultyfocus.com/free-reports/online-teaching-strategies-free-reports/principles-of-effective-online-teaching-best-practices-in-distance-education/>

World Federation of Occupational Therapists [WFOT]. (2014). Telehealth position statement. Authors: Cason, J., Jacobs, K., Coppola, S., Richmond, T., & Ludwig, M. Available at: <http://www.wfot.org/ResourceCentre.aspx>

Recommended/Helpful resources:

1. American Psychological Association. (2020). Publication manual of the American Psychological Association: The official guide to APA style (7th ed.).
2. AOTA me

Evaluation Methods

Written Assignments (14)

Week	Due Date	Assignment	Weighting
Week 1	Jan. 24, 2022	(1) Video introduction	2%
		(2) Self-assessment of readiness for online teaching	3%
Week 2	Jan. 31, 2022	Discussion board posts (Strategies to engage online students)	5%
Week 3	Feb. 7, 2022	Personal philosophy of online teaching statement	10%
Week 4	Feb. 14, 2022	Online course development prep activity: Conceptualization of online course topic (share/receive feedback on discussion board)	5%
Week 5	Feb. 21, 2022	Online course development prep activity: Content areas for online course (share/receive feedback on discussion board)	5%
Week 6	Feb. 28, 2022	Online course development prep activity: Learning objectives and modules for online course (share/receive feedback on discussion board)	5%
Week 7	March 7, 2022	Online course development prep activity: Teaching strategies for online course (share/receive feedback on discussion board)	5%

Week 8	March 14, 2022	Online course development prep activity: Formative and summative assessments for online course (share/receive feedback on discussion board)	5%
Week of Spring Break	March 14 th to 20 th		
Week 9	March 28, 2022	Assignment: Online Teaching/Telehealth Technology Exploration	5%
Week 10	April 4, 2022	Discussion board posts (Telehealth in OT practice)	5%
Week 11	April 11, 2022	Assignment: Planning a telehealth session	10%
Week 12	April 18, 2022	Online course development prep activity: Peer exchange of course materials for feedback	5%
Week 13	April 25, 2022	(1) Culminating Assignment (Part 1): Submit video overview of online course (2) Culminating Assignment (Part 2): Syllabus and specific lesson plan	10% 10%
Week 14	May 2, 2022	(1) Live, interactive 60-min. class meeting (2) Discussion board post	5%
Week 15	May 9, 2022	Culminating Assignment (Part 3) Submit recording of video lecture (aligned with lesson plan submitted in Week 13)	5%

Attendance Policy

This is an online course. Students engage in online discussions and assignments. Students are expected to login to Canvas on a consistent basis as a form of tracking attendance.

Grading Scale

A	93-100
A-	90-92

B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
F	<73

Late assignments: Assignments are due on dates listed on schedule. Late assignments may be accepted but will have automatic 10% score reduction per week late. Written assignments will only be accepted in electronic format, posted in Canvas.

UNLV Policies

Public Health Directives

[Face coverings are currently 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 [Health Requirements for Returning to Campus](https://www.unlv.edu/coronavirus/health-requirements), <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 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>.

Auditing a Course

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 cellular phones and pagers, or other 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 some instruction to be delivered remotely starting in Spring 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 student or employee 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](https://www.unlv.edu/drc) (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 Examinations

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](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) 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](https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=) webpage, <https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=>.

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 submits 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. Sending emails within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, 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 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), <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.

OCT 705 Tentative Schedule

Week	Topic/ Read/ Review	Assignment / Weight
Week 1 Jan. 18-23 due by 1/23 by 11:59 PM	Introduction to Online Teaching <ul style="list-style-type: none"> • Post video introduction • <u>Read:</u> (1) 10 principles of effective online teaching: Best practices in distance education; (2) Purdue University Readiness to Teach Online Resource; (3) Are you ready to teach online? Readiness surveys aim to help faculty prepare; <u>Watch:</u> Why is online teaching important 	Reflection on self-assessment of readiness for online teaching 5% of course grade
Week 2 Jan. 24- Jan. 30 due by 1/30 by 11:59 PM	Teaching at Its Best, No Matter What the Environment <ul style="list-style-type: none"> • <u>Read:</u> Ch. 1 Nilson & Goodson • <u>Watch:</u> Conducting effective online discussion 	Discussion board posts (Topic: Strategies to Engage Online Students) 5% of course grade
Week 3 Jan. 31- Feb. 6 due by 2/6 by 11:59 PM	Setting Significant Outcomes <ul style="list-style-type: none"> • <u>Read:</u> (1) Ch. 2 Nilson & Goodson, (2), Explore provided resources for developing a teaching statement; <u>Watch:</u> Planning your online class 	Personal philosophy of online teaching statement 10% of course grade
Week 4 Feb. 7-13 due by 2/13 by 11:59 PM	Designing a Coherent Course <ul style="list-style-type: none"> • <u>Read:</u> Ch. 3 & Appendix A Nilson & Goodson; <u>Watch:</u> Integrating online resources into your teaching 	Discussion post Online course development prep activity: Conceptualization of online course topic

		5% of course grade
Week 5 Feb. 14-20 due by 2/20 by 11:59 PM	Applying Cognitive Science to Online Teaching & Learning <ul style="list-style-type: none"> • <u>Read</u>: Ch. 4 Nilson & Goodson; • <u>Watch</u>: Considerations for choosing technology for teaching 	Online course development prep activity: Identify content areas for online course (share/receive feedback on discussion board) 5% of course grade
Week 6 Feb 22-27 due by 2/27 by 11:59 PM	Motivating Elements in Online Courses <ul style="list-style-type: none"> • <u>Read</u>: Ch. 5 Nilson & Goodson; Review content under subheading Writing and Sequencing Learning Outcomes • Writing Measureable Course Objectives (online resource); • <u>Watch</u>: Engaging and motivating students 	Online course development prep activity: Develop online course learning objectives and module learning objectives (share/receive feedback on discussion board) 5% of course grade
Week 7 Feb. 28- Mary 6 due by 3/7/22 by 11:59 PM	Developing Interactivity, Social Connections and Community <ul style="list-style-type: none"> • <u>Read</u>: Ch. 6 Nilson & Goodson • <u>Watch</u>: Online teamwork and collaboration 	Discussion post Online course development prep activity: Teaching strategies/activities for online course (share/receive feedback on discussion board) 5% of course grade
Week 8 Mary. 7-13 due by 3/13 by 11:59 PM	Accessibility in Online Courses <ul style="list-style-type: none"> • <u>Read</u>: Ch. 7 & Appendix B Nilson & Goodson 	Online course development prep activity: Accessibility and assessment (formative and summative) for online course (share/receive

		feedback on discussion board) 5% of course grade
Week of Spring Break	Spring Break Week from March 14 th to 20 th	
Week 9 Mar. 21-27 due by 3/27 by 11:59 PM	Creating a Supportive Culture for Online Teaching <ul style="list-style-type: none"> • <u>Read</u>: Ch. 8 Nilson & Goodson, • <u>Watch</u>: Managing your time when teaching online 	Assignment: Online Teaching/Telehealth Technology Exploration 5% of course grade
Week 10 Mar. 28-April 3 due by 4/3 by 11:59 PM	Introduction to Telehealth in Occupational Therapy <ul style="list-style-type: none"> • <u>Read</u>: (1) AOTA Telehealth Position Paper; (2) AOTA Telehealth Ethics Advisory; (3) WFOT Telehealth Position Statement • <u>Watch</u>: Video Lecture: Introduction to Telehealth in Occupational Therapy 	Discussion board posts (Telehealth in OT practice) 5% of course grade
Week 11 April 4-10 due by 4/10 by 11:59 PM	Planning a Telehealth Session <ul style="list-style-type: none"> • <u>Read</u>: (1) ATA Principles for Delivering Telerehabilitation Services; (2) CTRC Telehealth Program Developer Kit (pp. 212-222) 	Assignment: Planning a telehealth session 10% of course grade
Week 12 April 11-17 due by 4/17 by 11:59 PM	Integrating Telehealth into OT Curriculum <ul style="list-style-type: none"> • Read selected articles 	Online course development prep activity: Peer exchange of proposed course materials for feedback 5% of course grade
Week 13 April 18-24	Culminating Project (Parts 1 & 2): Video Overview of Proposed OT Course	<ul style="list-style-type: none"> • Submit video presentation of online course • Submit course syllabus and specific lesson

due by 4/25/21 by 11:59 PM		plan of online course 20% of course grade
Week 14 April 25- May 1 Deadlines vary in week –class follow-up discussion board post due by 5/1	Live Class Discussion on Teaching/Academia – Q&A <ul style="list-style-type: none"> • Discussion Forum – Submit Questions/Topics for Live Class Discussion on Teaching/Academia (<u>submit prior to live class</u>) • <u>Participate in live, interactive class meeting</u> (to be scheduled with student input) • 	Live Class Follow-up Discussion Board Post (see assignment instructions on Canvas) 5% of course grade
Week 15 May 2-6 due by 5/6	Culminating Project Part 3: Video Lecture for OT Students	Part 3: Submit recording of video lecture (aligned with lesson plan submitted in Week 13) 5% of course grade