Course Policies

Prerequisites: Admission to the MOT Program

Required Texts:

- *Publication Manual of the APA, 6th Edition*
- *Writer’s Help 2.0 (digital textbook)*

Course Description

OTH505 is a class designed to prepare you for the writing that you will need to do as professionals. Achieving that goal involves two related objectives. Students will need to:

1. Learn the skills that promote effective communication in any professional context
2. Adapt these techniques to meet the demands of various audiences in the contemporary workplace.

To these ends, we will begin by reviewing the principles of effective writing and discuss strategies for both improving and streamlining the writing process.

We will then consider issues specific to professional writing. One important component of the course is to advance your "socialization" in the field, that is, to advance your understanding of the norms for personal communication. We will facilitate this process with a careful survey of reading and writing strategies specific to scientific discourse.

The final portion of the course will ask you to adapt the strategies we have been exploring for a variety of audiences. Being able to communicate your ideas clearly in many contexts (from conferences to correspondence with colleagues to meetings with clients) will be central to your professional success.

Office Hours:

I am here to help you as much as I possibly can, so feel free to come by and see me. I am available to discuss this class, the university, or just life in general. My office hours are listed above. If you cannot make any of these times, feel free to send me an e-mail or talk to me after class and I will be happy to set up an appointment with you.
Course Student Learning Outcomes:
By the end of OTH505, students should be able to:

1) Demonstrate greater fluency in standard English and better distinguish the contexts in which formal, informal, and colloquial writing may be appropriate.
2) Recognize normative conventions governing scientific writing and their influence on the organization, use, and distribution of scientific knowledge and information.
3) Use writing for the purposes of reflection, action, and participation in academic inquiry.
4) Work within a repertoire of genres and modes to meet appropriate rhetorical purposes.
5) Exercise a flexible repertoire of invention, arrangement, and revision strategies.
6) Demonstrate the ability to locate, critically evaluate, and employ a variety of sources for a range of purposes.
7) Synthesize sources into your own writing with greater awareness of proper citation.
8) Communicate specialist knowledge and information to non-specialist audiences.

Program student learning outcomes are as follows:
Graduates of the Carroll University MOT Program will:

1. Have acquired a sound knowledge of and appreciation for the parameters of the theoretical and foundational sciences and respect for the integral nature of these scientific tenets in participation in life roles and routines.
2. Be prepared to be socially responsible and accountable through service to the community and application of best practice strategies for an identified population.
3. Have acquired sound knowledge of and appreciation for the ethical and practical considerations that effect health and wellness of the underserved and underrepresented populations and the impact this has on occupational justice and potential disparity of services.
4. Be prepared to advocate as a professional for occupational therapy services offered and for the recipients of those services.
5. Be prepared to competently and professionally communicate and collaborate interprofessionally with peers, colleagues, clients and families, and other health care professionals in order to clarify each member’s responsibility in executing components of an intervention plan.
6. Be able to plan and apply occupational therapy interventions to address the physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts, roles and environments to support engagement in everyday life activities that affect health, well-being, and quality of life.
7. Be able to plan and apply the therapeutic use of self and occupation in evaluation, assessment, screening, and interventions that are culturally sensitive and client-centered, to achieve expected outcomes as related to occupation.
8. Be educated as a generalist with broad exposure to delivery models and systems used in traditional, current and emerging occupational therapy practice settings.
9. Acknowledge the distinct roles and responsibilities of the occupational therapist and occupational therapy assistant in the supervisory process.
10. Have achieved entry-level competence through a combination of academic and fieldwork education.
11. Be prepared to be a lifelong learner and keep current with evidence-based professional practice so as to support the growth and dissemination of research and knowledge that
will contribute to the profession of occupational therapy and to those served through the profession.

12. Model and uphold the ethical standards, values, and attitudes of the occupational therapy profession towards self, clients, and in interactions and communications with others.

13. Analyze and appreciate the human condition as a collective experience of culture, personhood, social and economic change, and other contexts and how this might affect access to and response to health care.

14. Develop a knowledge of evidence-based practice and promote an analytical and critical understanding of occupational therapy practice.

ACOTE Standards Relating to Course Objectives
This course meets or partially meets the following standards of education for the Accreditation Council for Occupational Therapy Education (ACOTE). The student will:

5.20 Effectively communicate and work interprofessionally with those who provide services to individuals, organizations, and/or populations in order to clarify each member’s responsibility in executing an intervention plan.

5.21 Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner.

5.18 Demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, family and significant others, and communities to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion, and safety.

5.32 Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services. Documentation must effectively communicate the need and rationale for occupational therapy services and must be appropriate to the context in which the service is delivered.

THE WRITING CENTER:
The Writing Center is a free service available to all students who would like additional help with their writing. Tutors can assist you with any writing problems that you may have. Assistants can be seen on a first come, first served basis, though the Center recommends making an appointment by accessing LC Online through the Learning Commons link on the student portal. The Center is located in the Learning Commons (in the basement of the library on the main campus).
**Course Assessment**
The grading scale is as follows:

- **A** 93-100%
- **A/B** 90-92%
- **B** 83-89%
- **B/C** 80-82%
- **C** 70-79%
- **D** 60-69%
- **F** Below 60%

Progress will be evaluated through the following means:

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**Attendance and Participation:**
Attendance is mandatory. Your ideas are the focus of this class and your group members will be counting on you to help them every single day. As such, you will receive a participation grade every single day. If you are significantly tardy (more than ten minutes late), chronically tardy (regardless of time), absent, show up without an assignment, or refuse to participate in the day’s activities, it will be reflected in your daily participation grade.

Moreover, if you miss class more than once over the course of the semester, your final grade in the course will be lowered 4% for each additional absence. For example, if you miss 3 classes during the semester and you earn an A/B (91%), your final grade in the class will be a B (91%-8%=83%). Special cases will be dealt with on an individual basis. In addition, for every three times you are significantly tardy (more than 10 minutes late), you will be given one absence in the class.

One last important note: not being present for a day’s class does not excuse you from that day’s work, and it is not an excuse for being unprepared for the next class. If you are absent, you need to submit an assignment to me by the beginning of class time on the day it is due. For instance, if you will not be in class on the day a paper is due, plan on handing your essay in early. It is also up to you to find out what you missed and be prepared for the next class. “I wasn’t here last time” is not a valid excuse for coming to class unprepared.

**More details about coursework will be distributed in class.**

**Student Writing Guidelines**
The MOT program requires that students follow APA (American Psychological Association) style for all written work. Papers submitted in a format other than APA will be returned ungraded.

**Academic Progression and Proficiency**
Academic progression in the MOT program requires a grade of C or better in all MOT courses. A student receiving a D, F, or U on any assignment or exam in any course must remediate and be reassessed to ensure competence. It is necessary for the student to demonstrate proficiency before progressing through the course. Successful remediation results in demonstration of competence NOT a change in the initial grade.
The minimum passing score for practical examinations and skill checks is 80%. If a student does not pass the exam in the initial attempt, remediation occurs and reassessment is performed to ensure competence. The recorded grade from the initial examination remains unchanged. The maximum number of attempts varies between courses/faculty and depends on examination content and faculty judgment. Failure to meet this standard results in a failing grade in the course and an inability to progress in the program.
In addition, students may be required to complete a learning contract in collaboration with faculty and MOT advisor. The learning contract is a method through which a student identifies potential barriers to learning and creates an action plan toward successful learning and performance.
Statement on Academic Integrity
The Carroll University Academic Integrity Policy is located in your student handbook on the University website at https://my.carrollu.edu/ICS/Departments/Student_Affairs/
Please familiarize yourself with it. If a student is found in violation of the Carroll University Academic Integrity Policy, I reserve the right to fail the student on the assignment/exam or even FAIL the student in the course.

Some examples of violations will be discussed on the first day of class. These will include:
(1) Plagiarism
   - Must use OWN words
   - If you copy more than two or three consecutive words from an author, then you are plagiarizing that author.
   - A student who uses an author’s words as her/his own will receive 0 points for that assignment. A second offense will result in failure in the course.
(2) Failure to return or removal of an exam
(3) Submitting work completed by another individual
   - A student who copies another student’s work and the student who allowed the other student to copy her/his work will each receive 0 points for that assignment. A second offense will result in failure in the course.
(4) Discussing quiz/exam questions with students who have not yet taken the quiz/exam.
(5) Any other forms of cheating

Core Professional Behaviors
We insist on student development of ethical and professional behaviors expected of practitioners according to standards, values, and attitudes of the occupational therapy profession. As a reminder, an expectation for MOT program graduation is the demonstration of appropriate behaviors consistent with professional standards as mentioned, as well as Carroll University and MOT Program policies.

1. PERSONAL RESPONSIBILITY
   - Student is punctual
   - Student completes assignments and tasks on time
   - Student attends all lecture and laboratory sessions

2. PERSONAL HONESTY & INTEGRITY
   - Student is honest in word and actions and is accurate in reporting all information
   - Student maintains positive learning environment
   - Student follows the University policies regarding academic integrity (i.e., cheating on exams, removal of an exam, passing exam information to peers)

3. RESPECT
   - Student gives full attention to lecturer, does not talk in class, treats others with dignity
   - Student refrains from the use of technology during class (cell phones, headphones, “surfing” the web on laptops)

4. TEACHABILITY/ADAPTABLE
   - Student takes responsibility for own actions and understands consequences of inappropriate actions
   - Student behavior is appropriate during times of high stress
5. COMMUNICATION
   • Student properly formats emails to instructors and with respect (i.e., correct punctuation and salutations)
   • Student refrains from spreading rumors regarding instructors and course assessments
   • Student follows appropriate procedures for discussion of course issues and concerns
     ➢ 1st → Student contacts their lecture or laboratory instructor
     ➢ 2nd → Student communicates concerns to course coordinator (should the need arise, the coordinator will direct the student to the Departmental Chair)

6. RELATIONSHIP WITH PEERS
   • Student participates in class and small group discussions
   • Student demonstrates ability to function within a group (i.e. student respects the opinions of others and can work collaboratively to solve problems)

7. PERSONAL APPEARANCE
   • Student dresses appropriately for presentations and palpation

CONSEQUENCES (SHOULD STUDENT NOT MEET EXPECTATIONS)
   *At the discretion of the Instructor:
     ➢ A deduction in course points (i.e., -10 pts for cell phone use)
     ➢ Removal from class
     ➢ Multiple offenses may result in a full letter grade deduction

Electronic Devices:
All electronic devices that are not medically necessary will be turned off during class times unless permission is given by the instructor. Laptops will not be allowed in class unless you are asked to bring them. So on days when you are asked to bring something to class (a draft or an article) make sure you have a hard copy of it. If you come to class without the materials, you will be docked participation points and you may be asked to leave class. For example, if we are doing a draft workshop in class and you show up without a draft, you will be asked to leave and it will count as an absence for the course.

Disability Accommodations:
If you have a disability that may require an accommodation for taking this course, please notify me during the first week of classes and, if you have not already done so, contact the Office of Services for Students with Disabilities at 262-524-7335 in the Walter Young Center to coordinate reasonable accommodations.

Final Note:
The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).