Carroll University
Master of Occupational Therapy Program
OTH 601 Medical Humanities III
Summer 2017

Course Offering 1 Credit Hour

Prerequisites Admission to the MOT Program

Format Colloquium-Style Hybrid Learning
Class Day/Time Wednesday 10:00 – 11:00PM (8/9/17 – 8/17/17) on campus Weekly Virtual Colloquium

Class Location Main, Room TBD, Main Campus Canvas Course Site

Faculty Dr. Lani R. Stockwell
Office Charles House 102
Office Hours By appointment
Phone 262-524-7272
Email lstockwe@carrollu.edu

Course Description
This is the culminating course in the Medical Humanities sequence. This course is held in an online/on campus colloquium style allowing for critical analysis and evaluation of the impact society and culture have on health care practices, and particularly to the practice of OT and to the profession. Students reflect on their experiences in clinical practice as related to the cultural factors and constructs of the patients they have worked with while reflecting on the link between providing best practice and the self.

Course Rationale
The theoretical concept of humanness is an essential element to understanding therapeutic occupation as it applies to the concept of health and individuality in meaningful life participation. Authentic client-centered practice requires an awareness and understanding of human similarities and differences. The profession’s terminology is framed around “intrinsic” and “extrinsic” factors that support occupational performance, engagement, and/or life participation. However, further analysis of the framework of the profession should occur relative to these defining factors. That culture is intrinsic or extrinsic may be argued, however, the debate may promote a deeper and broader understanding of cultural factors essential to providing appropriate and relevant care, as students move toward professional practice.

Relationship to Curriculum Design
Students will utilize knowledge gained thus far to further critically analyze the concept that cultural factors can act as barriers and/or supports to healthy occupational engagement. Further, students will capitalize on clinical experience and emerging
knowledge of the profession to challenge the idea that practice can be client-centered if cultural factors are not considered or assessed. Course content and assessment will complement concurrent didactic and clinical learning activities toward promoting timely reflection about the current state of occupational therapy practice and future, the capacity to effect change using the concepts of self-awareness and professional reflection.
<table>
<thead>
<tr>
<th>Student Learning Objectives/Instruction/Assessment</th>
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<tbody>
<tr>
<td><strong>Student Learning Objectives</strong> <em>(At course conclusion, students are expected to:)</em></td>
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<td><strong>ACOTE Standards</strong></td>
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| **Instructional Methods**  
The following instructional methods will be utilized throughout the course: |
| **Assessment Methods**  
The following assessment methods will be utilized throughout the course: |

1. Analyze and discuss how occupational therapy history, occupational therapy theory, and the sociopolitical climate influence practice.  
   - B.3.4  
   - Discussion Board  
   - Inquiry Learning  
   - Independent Learning  
   - Collaborative Learning  
   - Problem-Based Learning  
   - Readings  
   - Participation  
   - Written Feedback  
   - Verbal Feedback  
   - Discussion Contributions

2. Develop and promote the use of appropriate home and community programming to support performance in the client’s natural environment and participation in all contexts relevant to the client.  
   - B.5.17  
   - Discussion Board  
   - Inquiry Learning  
   - Independent Learning  
   - Collaborative Learning  
   - Problem-Based Learning  
   - Readings  
   - Participation  
   - Written Feedback  
   - Verbal Feedback  
   - Discussion Contributions

3. 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.  
   - B.5.18  
   - Discussion Board  
   - Inquiry Learning  
   - Independent Learning  
   - Collaborative Learning  
   - Problem-Based Learning  
   - Readings  
   - Participation  
   - Written Feedback  
   - Verbal Feedback  
   - Discussion Contributions

4. Evaluate and address the various contexts of health care, education, community, political, and social systems as they relate to the practice of occupational therapy.  
   - B.6.1  
   - Inquiry Learning  
   - Independent Learning  
   - Collaborative Learning  
   - Problem-Based Learning  
   - Group Project  
   - Readings  
   - Participation  
   - Written Feedback  
   - Verbal Feedback  
   - Discussion Contributions  
   - Group Member Evaluations  
   - Grading Rubric

5. Analyze the current policy issues and the social, economic, political, geographic, and demographic factors that influence the various contexts for practice of occupational therapy.  
   - B.6.2  
   - Inquiry Learning  
   - Independent Learning  
   - Collaborative Learning  
   - Problem-Based Learning  
   - Group Project  
   - Readings  
   - Participation  
   - Written Feedback  
   - Verbal Feedback  
   - Discussion Contributions  
   - Group Member Evaluations  
   - Grading Rubric

6. Integrate current social, economic, political, geographic, and demographic factors to
   - B.6.3  
   - Inquiry Learning  
   - Independent Learning  
   - Collaborative Learning  
   - Participation  
   - Written Feedback  
   - Verbal Feedback
<p>| | | |</p>
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<tr>
<td></td>
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<td>promote policy development and the provision of occupational therapy services.</td>
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<tr>
<td>7.</td>
<td>Articulate the role and responsibility of the practitioner to advocate for changes in service delivery policies, to effect changes in the system, and to identify opportunities in emerging practice areas.</td>
<td>B.6.4</td>
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<tr>
<td>8.</td>
<td>Analyze the trends in models of service delivery, including, but not limited to, medical, educational, community, and social models, and their potential effect on the practice of occupational therapy.</td>
<td>B.6.5</td>
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<tr>
<td>9.</td>
<td>Describe the systems and structures that create federal and state legislation and regulations and their implications and effects on practice.</td>
<td>B.7.2</td>
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<tr>
<td>10.</td>
<td>Demonstrate knowledge of various reimbursement systems (e.g., federal, state, third party, private payer), appeals mechanisms, and documentation requirements that affect the practice of occupational therapy.</td>
<td>B.7.4</td>
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<td>11.</td>
<td>Demonstrate strategies for analyzing issues and making decisions to resolve personal and organizational ethical conflicts.</td>
<td>B.9.10</td>
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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:

B.3.4 Analyze and discuss how occupational therapy history, occupational therapy theory, and the sociopolitical climate influence practice.
B.5.17 Develop and promote the use of appropriate home and community programming to support performance in the client’s natural environment and participation in all contexts relevant to the client.
B.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.
B.6.1 Evaluate and address the various contexts of health care, education, community, political, and social systems as they relate to the practice of occupational therapy.
B.6.2. Analyze the current policy issues and the social, economic, political, geographic, and demographic factors that influence the various contexts for practice of occupational therapy.
B.6.3 Integrate current social, economic, political, geographic, and demographic factors to promote policy development and the provision of occupational therapy services.
B.6.4 Articulate the role and responsibility of the practitioner to advocate for changes in service delivery policies, to effect changes in the system, and to identify opportunities in emerging practice areas.
B.6.5 Analyze the trends in models of service delivery, including, but not limited to, medical, educational, community, and social models, and their potential effect on the practice of occupational therapy.
B.7.2 Describe the systems and structures that create federal and state legislation and regulations and their implications and effects on practice.
B.7.4 Demonstrate knowledge of various reimbursement systems (e.g., federal, state, third party, private payer), appeals mechanisms, and documentation requirements that affect the practice of occupational therapy.
B.9.10 Demonstrate strategies for analyzing issues and making decisions to resolve personal and organizational ethical conflicts.

There is not a required textbook for this course. Students should utilize all curriculum and course resources compiled to date.

Supplemental readings will be provided by instructor via Canvas course site.
Schedule of Topics and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Discussion Board Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks of 6/12/17 and 6/19</td>
<td>Awareness of Self and Cultural Competence</td>
<td>Davis &amp; Musolino, 2016</td>
<td>Value Box Activity</td>
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<td></td>
<td>Zalta 2016</td>
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<tr>
<td>Weeks of 6/19 and 6/26</td>
<td>Personal and Professional Values</td>
<td>Gastil, 1961</td>
<td>Values Discovery Activity</td>
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<tr>
<td>Week of 7/3</td>
<td>Recognizing Professional Stress</td>
<td>Mathieu 2007</td>
<td>Stress Indicators Activity</td>
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<tr>
<td></td>
<td></td>
<td>Davis &amp; Musolino 2016</td>
<td></td>
</tr>
<tr>
<td>Weeks of 7/10 and 7/17</td>
<td>The Nature of Effective Healing</td>
<td>Casal, 2015</td>
<td>“Why do I Want to Help?” Activity</td>
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<td>Fleming-Castaldy 2015</td>
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<tr>
<td>Weeks of 7/24 and 7/31</td>
<td>Readiness for Reflective Practice: Peer and Self-Assessment</td>
<td>TBD</td>
<td>“Pondering” Activity</td>
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<tr>
<td>Week of 8/7</td>
<td><strong>Return to Campus</strong></td>
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<td>Week of 8/14</td>
<td><strong>Capstone Presentation</strong></td>
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<tr>
<td>Week of 8/21</td>
<td><strong>Graduation Celebration!!</strong></td>
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Discussion Board questions will be centered on topic indicated. “Discussion Board Activities” are thought-provoking exercises that will be integrated into the week(s)’ discussion.

**Course Assessments**
You may earn a total of 1000 points in this course:

**Grading Scale:**
- 93-100 % = A
- 90-92.9% = A/B
- 83-89.9% = B
- 80-82.9% = B/C
- 70-79.9% = C
- 60-69.9% = D
- <60% = F
Progress will be evaluated through the following means

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>POINTS</th>
<th>LINKED STUDENT LEARNING OBJECTIVES</th>
<th>LINKED ACOTE STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Topics and Activities</td>
<td>200</td>
<td>1-3, 9-10</td>
<td>B.3.4, B.5.17, B.5.18, B.7.2, B.7.4, B.9.10.</td>
</tr>
<tr>
<td>Group/Self Evaluations</td>
<td>100</td>
<td>4-8, 11</td>
<td>B.6.1, B.6.2, B.6.3, B.6.4, B.6.5, B.9.10</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
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Class Participation: Participation is required. This contributes significantly to your final grade. Therefore, you should pay close attention to your assigned readings, contribution to group discussions, and to your posts to the discussion board. **Class participation means more than simply being “present;” you must regularly contribute in a meaningful way. Failure to do so will ensure less than a C in discussion.** You must post no less than two comments per weekly discussion question posed; no less than three posts during the two-week discussions.

Discussion Board
Hybrid learning format requires that students participate in online learning. Students will be required to participate in discussions via a Discussion Forum on the course page in Canvas. Questions posted by the instructor may be of content that requires two weeks’ time discussion. Further directions and topics of discussion will be supplied in the first few weeks of the semester. Students will be assessed on participation and contribution to topics. Written and verbal feedback will be provided.

Problem-Based Learning Group Project
Students will be required to engage in collaborative problem-based learning activity in order to co-construct a solution to the above. Students will be divided into seven groups (see assigned groups last page) and tasked to address the following:

*Use your knowledge of the scope of occupational therapy practice, OTPF, and AOTA practice guidelines, along with knowledge gained in the Medical Humanities course-series, to design a culturally comprehensive and inclusive assessment tool (most likely a checklist) that an OT practitioner competent, can use as a self-reflection tool to assess individual cultural competence.*
Students will utilize Google Drive to facilitate working together, and to showcase the end product of the group project. Students will be assessed through the use of a grading rubric, group member evaluations, verbal and written feedback, and participation.

**NOTE: the assessment created will be utilized within the signature assignment attached to OTH680**

**Disability/ Illness:**
Any student who feels s/he may need an accommodation based on the impact of a disability should contact either instructor privately to discuss your specific needs. Please contact the Office of Services for Students with Disabilities at 262-524-7335 in the Walter Young Center to coordinate reasonable accommodations for students with documented disabilities. If you are ill and unable to participate in or contribute to the class, it is your responsibility to notify faculty in a timely fashion. In order to make up an assignment you must document that illness.

**Extended illness may make it impossible for you to complete the class requirements.**

**Courtesies:**
Course faculty will treat you with respect, while expecting the same in return. You are also expected to respect your fellow students.

**Academic Integrity Statement**
The Carroll University Academic Integrity Policy is located in the student handbook—http://www.carrollu.edu/campuslife/shstudenthb.asp?nav=5769. Please familiarize yourself with it. Carroll University emphasizes that students have an obligation to conduct their academic work with honesty and integrity. All acts of academic misconduct are serious. If you have any questions about appropriate citations, please ask.

**Statement on Academic Integrity**
The Carroll University Academic Integrity Policy is located in the Carroll University Student Handbook on the university website. Please familiarize yourself with it. **If a student is found in violation of the Carroll University Academic Integrity Policy, the instructor reserves the right to fail the student on the assignment/exam or even FAIL the student in the course.**

Some examples of violations 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

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/ADAPTABILITY
   - 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 his/her lecture or laboratory instructor
     - 2nd → Student communicates concerns to course coordinator
       (should the need arise, the coordinator will direct the student to the Program Director)

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 presentation
CONSEQUENCES (SHOULD STUDENT NOT MEET EXPECTATIONS)

*At the discretion of the Instructor:

- A deduction in course points (i.e. cell phone use)
- Removal from class/fieldwork experience
- Tardiness of required assignments, -20% per day late. Assignments submitted >3days late will not be graded
- Multiple offenses may result in a full letter grade deduction

Modification to the Syllabus
The instructors and the University reserves the right to modify, amend or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).

Groups:

#1
Jordan Lind
Kelly Widule
Sharada Sanduga
Heather Winters

#2
Ashton Stair
Levi Ringnell
Danitza Quapuscoa
Makenzie Tellock

#3
Brook Berkenpas
Rachel Muckian
Leslie Wochos
Sydney Jacobson

#4
Erika Schlough
Casey Liveris
Paige Breneman
Joshua Albarado

#5
Julia Piech
Lisa Stoughton
Melissa Scott
Johanna Harris
Erin McDougle

#6
Katherine O’Brien
Nicole Beck
Jacklyn Kramer
Willian Knox

#7
Holly Cox
Harli Goldstein
Ryan Bourdelais
Caitlin O’Toole