

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**OTH 6115C OT Clinical Skills 2**  
**(3 credits)**

Fall: 2023

Delivery Format: On-Campus

Tuesdays: Section CC 10:40-11:30 am; Section AA 11:45-12:35 pm; Section BB 12:50-1:40

Thursdays: Section A: 9:35-11:30 Section B: 12-1:55 pm Section C: 2:10-4:05 pm

Instructor Name: **Becky Piazza, OTD, MS, OTR/L, BCPR**

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Office Hours: Wednesdays 3-5 pm ADL Lab/Dr. Piazza's office

Preferred Course Communications: email

### **Prerequisites**

C or higher in OTH 6002, OTH 6419 and OTH 6324

### **PURPOSE AND OUTCOME**

#### **Course Description**

Pre-activity and activity techniques for participation in human occupation. This course will provide students the opportunity to continue to develop client care skills in a lab setting in the classroom and apply this knowledge to client case examples prior to level I and level II fieldwork rotations.

#### **Course Overview**

OT Clinical Skills 2 is designed to provide hands-on opportunity to apply material learned in OTH 6002, OTH 6324, OTH 6419, and OTH6435. This course will put into practice the student's competency to first detect the need for occupational therapy intervention and next to select and apply the clinical and non-clinical approaches necessary to facilitate a client's occupational performance within his/her context. In order to prepare the student to evaluate and treat adult and elderly clients with differing conditions, emphasis will be placed on the development of problem-solving abilities and actual hands-on practice. Maintenance and prevention interventions will be included. The student will have the opportunity to further his/her knowledge and understanding of activity in relation to the performance of independent living through exposure to lectures, readings, evidence-based practice activities, video recordings, lab instruction and practices.

#### **Relation to Program Outcomes**

The course is situated in the fall semester, second year of the Doctor of Occupational Therapy program. During this semester, the specific application of previously acquired knowledge to more complex activities and issues of participation in adults and seniors is emphasized. Students learn the psychomotor skills associated with the provision of occupational therapy services across the continuum of care. Students develop theoretically sound, evidence- and occupation-based interventions grounded upon the analysis and application of clinical competences in the core knowledge of occupational therapy. Activities are used to develop and evaluate individual student competencies. The focus is on instructional outcomes (Phase 1) related to the following curricular themes: human occupation and health, critical thinking for practice and scholarship, valuing of diversity, psychomotor skills, collaborative practice, and professionalism.

#### **Course Objectives and/or Goals**

<b>Student Learning Objectives- Upon successful completion of the course, students will be able to:</b>	<b>ACOTE Standard(s)</b>	<b>Curricular Theme(s)</b>	<b>Assessment</b>
Demonstrate ability to identify safety concerns and address safety of self and others.	B.3.7. Safety to Self and Others	Critical Thinking for Practice and Scholarship	<ul style="list-style-type: none"> <li>• Prior to class quizzes (formative)</li> <li>• OT/PT IPE Mobilization Lab (formative)</li> <li>• Clinical Reasoning &amp; Environmental Analysis in Naturalistic Environment Lab (summative)</li> <li>• Transfer Competencies: 1, 2, 3, 4, 5 (formative)</li> <li>• ClinEd Web Course Completion (summative)</li> <li>• Final Competency (summative)</li> <li>• Exam 1 (summative)</li> </ul>
Use clinical reasoning to address client factors, performance patters, and performance skills through occupation-based evaluations and interventions focused on promotion, compensation, adaptation, and prevention.	B. 4.2. Clinical Reasoning B. 4.3 Occupation Based Intervention	Human Occupation and Health Critical Thinking for Practice and Scholarship	<ul style="list-style-type: none"> <li>• Prior to class quizzes (formative)</li> <li>• AT Assignment (summative)</li> <li>• Transfer Competencies: 1, 2, 3, 4, 5 (formative)</li> <li>• ClinEd Web Course Completion (summative)</li> <li>• Final Competency (summative)</li> <li>• Exam 1 (summative)</li> </ul>
Design and train clients (i.e. individuals, groups) in activities that involve adaptations of processes and environmental modifications using heath literacy and educational approaches.	B.4.21. Teaching-Learning Processes and Health Literacy	Critical Thinking for Practice and Scholarship; Psychomotor Skills	<ul style="list-style-type: none"> <li>• AT Assignment (summative)</li> <li>• Exam 1 (summative)</li> </ul>
Select and provide appropriate occupation-based and evidence-based interventions, purposeful activities and preparatory methods that support remediation and/or compensation within occupational therapy's domain of practice and/or client safety.	B.4.9. Remediation and Compensation B.4.10. Provide Interventions and Procedures	Critical Thinking for Practice and Scholarship	<ul style="list-style-type: none"> <li>• Prior to class quizzes (formative)</li> <li>• OT/PT IPE Mobilization Lab (formative)</li> <li>• Clinical Reasoning &amp; Environmental Analysis in Naturalistic Environment Lab (summative)</li> <li>• Transfer Competencies: 1, 2, 3, 4, 5 (formative)</li> <li>• ClinEd Web Course Completion (summative)</li> <li>• Final Transfer Competency (summative)</li> <li>• Exam 1 (summative)</li> </ul>
Provide intervention using commercially available and fabricated assistive technology devices not limited to 3D printing for improved occupational performance.	B.4.11 Assistive Technologies and devices	Critical Thinking for Practice and Scholarship; Collaborative Practice	<ul style="list-style-type: none"> <li>• AT Assignment (summative)</li> <li>• ADL and IADL Labs (formative)</li> <li>• OT/PT IPE Mobilization Lab (formative)</li> <li>• Clinical Reasoning &amp; Environmental Analysis in Naturalistic Environment Lab (summative)</li> <li>• ClinEd Web Course Completion (summative)</li> <li>• Exam 1 (summative)</li> </ul>

Apply concepts of use of orthotics and prosthesis to enhance ADL function and safety while enhancing occupational performance to improve quality of life.	B.4.12. Orthoses and Prosthetic Devices	Critical Thinking for Practice and Scholarship; Psychomotor Skills	<ul style="list-style-type: none"> <li>• Prior to class quizzes (formative)</li> <li>• Amputation: Prosthetics and Orthotics Lab (formative)</li> <li>• Exam 1 (summative)</li> </ul>
Apply the concepts of grading and adapting to client-centered occupational therapy interventions, including those involving the environment.	B.4.18. Grade and Adapt Processes or Environments	Critical Thinking for Practice and Scholarship; Valuing of diversity; Psychomotor skills	<ul style="list-style-type: none"> <li>• Prior to class quizzes (formative)</li> <li>• ADL/IADL Clinical Reasoning and Treatment Planning lab (formative)</li> <li>• Transfer Competencies: 1, 2, 3, 4, 5 (formative)</li> <li>• Clinical Reasoning &amp; Environmental Analysis in Naturalistic Environment Lab (summative)</li> <li>• Final Competency (summative)</li> <li>• Exam 1 (summative)</li> </ul>
Implement strategies for collaboration with other professionals within rehabilitation settings.	B.4.25. Principles of Interprofessional Team Dynamics	Critical Thinking for Practice and Scholarship; Collaborative Practice	<ul style="list-style-type: none"> <li>• Prior to class quizzes (formative)</li> <li>• OT/PT IPE Lab (formative)</li> <li>• IPE WC Lab (formative)</li> <li>• Clinical Reasoning &amp; Environmental Analysis in Naturalistic Environment Lab (summative)</li> </ul>
Monitor client progress, including the systematic collection and analysis of data, in order to determine need for reassessment and subsequent continuation and/or modification of the intervention plan.	B.4.22. Need for Continued or Modified Intervention	Critical Thinking for Practice and Scholarship; Collaborative practice, Psychomotor skills	<ul style="list-style-type: none"> <li>• Prior to class quizzes (formative)</li> <li>• OT/PT IPE Lab (formative)</li> <li>• ADL/IADL Clinical Reasoning and Treatment Planning lab (formative)</li> <li>• Transfer Competencies: 1, 2, 3, 4, 5 (formative)</li> <li>• Final Competency (summative)</li> <li>• Exam 1 (summative)</li> </ul>
Evaluate and provide recommendations and training to clients for physical transfers, wheelchair management, and mobility devices.	B.4.13. Functional Mobility	Critical Thinking for Practice and Scholarship; Psychomotor Skills	<ul style="list-style-type: none"> <li>• Prior to class quizzes (formative)</li> <li>• Transfer Competencies: 1, 2, 3, 4, 5</li> <li>• IPE WC Lab Participation (formative)</li> <li>• Clinical Reasoning &amp; Environmental Analysis in Naturalistic Environment Lab (summative)</li> <li>• ClinEd Web Course Completion (summative)</li> <li>• Final Competency (summative)</li> <li>• Exam 1 (summative)</li> </ul>
Plan for discharge and termination of occupational therapy services based on client needs and resources, and in collaboration with the client, caregiver, and team.	B.4.28. Plan for Discharge	Critical Thinking for Practice and Scholarship; Collaborative Practice	<ul style="list-style-type: none"> <li>• Prior to class quizzes (formative)</li> <li>• OT/PT IPE Lab (formative)</li> <li>• Exam 1 (summative)</li> </ul>
Positively change behavior based on constructive feedback received in class	n/a	Professionalism	<ul style="list-style-type: none"> <li>• Professionalism Peer to Peer and Individual Skill Development Accountability assignments</li> <li>• FeedbackFruit</li> </ul>

**Instructional Methods:** During this course students will have the opportunity to:

- Practice & Demonstrate differing methods of screening and evaluating daily living skills and natural environments and contexts.
- Describe and apply principles of using daily living skills as a therapeutic modality, as well as types and purposes of adaptive equipment utilized in daily living skills training.
- Demonstrate skills and techniques for daily living activities with persons with occupational performance problems, e.g., positioning, transfers and body mechanics, mobility, dressing, grooming, hygiene, health management, and homemaking.
- Analyze common clinical and occupational performance problems associated with a variety of disabling conditions and critique criteria used to determine the need for occupational therapy intervention for various client situations.
- Experience the problems inherent in performing activities of daily living with a disability and demonstrate the ability to clinically reason strategies to deal with a variety of client situations.
- Examine physical, cognitive, psychosocial emotional, and environmental/ contextual factors that may affect a person's ability to perform independent living skills.
- Describe and perform, in a simulated setting, a variety of OT treatment methods to enhance safety, wellness, and performance in ADLs, IADLs, work, play, and leisure that are used with clients with occupational performance problems, including the incorporation of environmental modifications and assistive technology principles.
- Critically appraise and appropriately apply evidence from the literature related to the topical content of this course.

### **Blended Learning**

*What is blended learning and why is it important?*

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture may be provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

Course material will be presented in a variety of formats, using both live and online recordings and live training. Pre- and post-class assignments may include text-readings, PowerPoint presentations, online quizzes, and videos. Students will be expected to discuss and apply pre-class assignment materials. Both in class and online discussions will be required.

*What is expected of you?*

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you will struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peer colleagues that facilitates overall mastery of the course objectives.

The course is built around practice, practice, and more practice. The main learning objectives are outlined in the syllabus. The following are additional learning objectives that drive the psychomotor skill development throughout the course:

- (Understanding) Associate *therapeutic use of self* as the foundational clinical skill for communicating and demonstrating client-centeredness, client safety, occupational therapy competence, quality service delivery, and client advocacy
  - *Students will model Therapeutic Use of Self by demonstrating the following professional behaviors: professionalism (punctual/accountable to course expectations/managing up and assuming the best of peer colleagues), valuing of diversity (active listening and respectful verbal and non-verbal communication with all members of the learning community), collaborative practice (mature, clinical interactions with all members of the learning community), psychomotor skills (investing in personal*

*skill development while assisting peer colleagues), critical thinking for practice (reading and translating course material into skill development), understanding of human occupation and health (developing and implementing an occupational lens that prioritizes occupational participation, occupational engagement, and occupational performance as cornerstones of occupational identity)*

- (Applying) Employ an occupational therapy process of clinical assessment and intervention skills to safely and effectively establish the goal of therapy, obtain information about the client, evaluate to identify problems, plan the intervention, implement the intervention, and evaluate the result.
- (Applying) Develop clinical assessment and intervention skills utilizing safe patient handling and mobility techniques and occupation based practice.
- (Precision) Demonstrate use of “therapeutic hands” (physical contact) with all client interactions
- (Creating) Compose an occupational therapy introduction that acknowledges the client, introduces occupational therapy, indicates the duration of assessment time, explains assessment(s)/intervention(s) and purpose, and communicates appreciation for client participation.
- (Articulate) Master an effective communication skill approach (AIDET) as the first step of client interactions

## DESCRIPTION OF COURSE CONTENT

**Topical Outline/Course Schedule:** Refer to Canvas for details

Week	Dates	Topic	Readings
1	Watch pre-recorded lecture prior to class  Thursday 8/24	<p><b>Lecture: Introduction to OTH6115</b> Emotionally Intelligent Approach to Safe Patient Handling &amp; Mobility (SPHM) continued; ICF &amp; OTPF</p> <p><b>Lab: Intro to Course; OT Process using the Occupational Functioning Model (OF): Appraise, Articulate, and Adapt</b> EI + Professional/Clinical Reasoning + Critical Thinking for Practice: Applying soft skills and psychomotor skills for student success in practice <i>(AIDET, gait belt, bed mobility, <a href="#">modified stand pivot transfer training case scenarios addressing the physical, psychosocial and cognitive domains</a>)</i></p> <ul style="list-style-type: none"> <li>• <i>Build fluid and dynamic Progressive Intervention skills (“Test the Waters” skills seated)</i></li> </ul>	<p>Chapters 1 and 2 (select pages) *Refer to Canvas for additional readings.</p> <p><a href="#">ClinEd Web – Jenny</a> <a href="#">ClinEd Web - Autumn</a></p>
2	8/29  8/31	<p><b>Lecture: Clinical Reasoning with Continuum of Care</b> <b>SPHM: Progressive Intervention using the Occupational Functional Model (OF)</b></p> <p><b>Lab: <a href="#">Modified stand pivot transfers</a> with management of AE and AD</b> <i>AIDET, gait belt, bed mobility, bed management, transfer training (stand pivot, modified stand pivot); transfer training case scenarios addressing the physical, psychosocial and cognitive domains</i></p>	<p>Chapters 5, 27-30 (select pages) *Refer to Canvas for additional readings.</p> <p><a href="#">ClinEd Web - Autumn</a></p> <p><a href="#">Transfers 1 competency check off (Modified Stand Pivot from WC)</a></p>
<b>Monday 9/4 LABOR DAY HOLIDAY</b>			
3	9/5  9/7	<p><b>Lecture: Clinical Reasoning with SPHM: Progressive Intervention using the Occupational Functional Model (OF)</b></p>	<p>Chapters 30, 49, and 52 (select pages)</p> <p><a href="#">ClinEd Web – Jenny due</a> <a href="#">ClinEd Web - Autumn</a></p>

		<p><b>Lab:</b> <a href="#">Dependent lateral transfers</a> with management of AE and AD <i>Clinical reasoning to inform transfer approach; dependent squat/sit pivot transfers; transfer training case scenarios addressing the physical, psychosocial and cognitive domains; dependent ADL considerations</i></p>	*Refer to Canvas for additional readings.
4	9/12  9/14	<p><b>Lecture: Clinical Reasoning: Progressive Intervention with ADLs, Functional Mobility; Review AMPAC for Discharge Planning</b></p> <p><b>Lab:</b> <a href="#">Dependent lateral transfers</a> with management of AE and AD; ADL adaptive equipment (AE) to reduce burden of care, with consideration to LE joint replacement <i>positioning and balance; perspectives across adulthood</i></p>	<p>Chapters 3, 27, 41 (select pages) *Refer to Canvas for additional readings.</p> <p><a href="#">ClinEd Web - Autumn</a></p> <p><a href="#">Transfers 2 competency check off (Dependent Lateral Transfer)</a></p>
5	9/19  9/21	<p><b>Lecture: Wheelchairs: Seating and Positioning</b></p> <p><b>Lab:</b> Mat Evaluation, teaching clients W/C parts and management, W/C propulsion with ADLs/IADLs, community accessibility</p>	<p>Chapters 25, 30 (select pages) *Refer to Canvas for additional readings.</p> <p><a href="#">ClinEd Web – Autumn</a></p>
	<b>Friday 9/22 1- 5 pm</b>	<b>FRIDAY:</b> Interprofessional W/C Day with NuMotion <i>Danny Leibach ATP and Mike Chiarelli PT, DPT</i>	*Refer to Canvas for additional readings.
6	9/26  9/28	<p><b>Lecture: Clinical Reasoning with Continuum of Care SPHM (CVA, TBI, SCI)</b></p> <p><b>Lab:</b> Lateral transfer training with use of AD (<a href="#">transfer board</a>); <i>AIDET, gait belt, transfer training (stand pivot, modified stand pivot, sit pivot, squat pivot with transfer board); transfer training case scenarios addressing the physical, psychosocial and cognitive domains, and pain and exertion (RPE)</i></p>	<p>Chapters 30, 36, 37, 39 (select pages) *Refer to Canvas for additional readings.</p> <p><a href="#">ClinEd Web - Autumn</a></p> <p><a href="#">Transfers 3 competency check off (Transfer Board)</a></p>
	Friday 9/29	<b>Fieldwork Simulation Lab 1</b>	See Dr. Horwitz's Course
7	10/3  10/5	<p><b>Lecture: Clinical Reasoning with Continuum of Care SPHM (Orthopedic Conditions; CVA, TBI, SCI continued)</b></p> <p><b>Lab:</b> Stand pivot transfer training with use of AD (<a href="#">rolling walker</a>) and <a href="#">line management</a> <i>AIDET, gait belt, transfer training (stand pivot, modified stand pivot, sit pivot, squat pivot; use of Rolling Walker); transfer training case scenarios addressing the physical, psychosocial and cognitive domains, and pain and exertion (RPE) with line management</i></p>	<p>Chapters 27, 30, 41 (select pages) *Refer to Canvas for additional readings.</p> <p><a href="#">ClinEd Web – Autumn</a></p>
8	10/10  10/12	<p><b>Lecture: Clinical Reasoning: Instrumental ADLs – Perspectives across Adulthood</b></p> <p><b>Lab:</b> IADL re-training: treatment intervention at RW and W/C level</p>	<p>Chapters 2-3 (select pages) *Refer to Canvas for additional readings.</p> <p><a href="#">Transfers 4 competency check off (RW)</a></p> <p><a href="#">ClinEd Web – Autumn due</a></p>

9	10/17 10/19	<b>Lecture: Introduction to Soft Tissue Mobilization</b>  <b>Lab:</b> Exposure to Soft Tissue mobilization techniques commonly seen and utilized in OT clinical practice	*Refer to Canvas for additional readings.
	<b>Friday 10/20 1-3:30 pm</b>	<b>Interprofessional Education OT/PT Skills Lab (Group 1)</b>	Refer to IPE Canvas Shell
10	10/24 10/26	<b>Lecture: Amputation: Prosthetics and Orthotics &amp; Revisit Sensory Assessment and Edema Management</b>  <b>Lab:</b> ACA, body image, clinical reasoning with ADL/IADL and transfer training with amputee scenarios	Chapters 44 (select pages) *Refer to Canvas for additional readings.
	<b>Friday 10/27 1-3:30 pm</b>	<b>Interprofessional Education OT/PT Skills Lab (Group 2)</b>	Refer to IPE Canvas Shell
11	10/31 11/2	<b>Lecture: Clinical Reasoning with Continuum of Care SPHM (Cardiopulmonary Conditions)</b>  <b>Lab:</b> Bed mobility, ADL training, and Transfer Training with considerations of environmental analysis with <a href="#">line management</a> <i>AIDET, gait belt, transfer training (stand pivot, modified stand pivot, sit pivot, squat pivot, use of AD); transfer training case scenarios addressing the physical, psychosocial and cognitive domains and management of basic ICU equipment</i>	Chapter 40 (select pages) *Refer to Canvas for additional readings.  <a href="#">Transfers 5 competency check off (Considerations of Environmental Analysis)</a>
12	11/7 11/9	<b>Lecture: Clinical Reasoning &amp; Environmental Analysis in Naturalistic Environment</b>  <b>Lab*:</b> ADL/IADL treatment intervention at RW and W/C level *Class meets 12:30 – 3 pm today for all sections at Lake Wauburg North Shore	*Refer to Canvas for additional readings.
<b>Friday 11/10 HOLIDAY VETERANS DAY</b>			
13	11/14 11/16	<b>Lecture: Clinical Reasoning: Treatment Intervention Case Scenarios (ADL/IADL, Transfers)</b>  <b>Lab:</b> OT Intervention in lab groups	Chapter 1-2 (select pages) *Refer to Canvas for additional readings.
	<b>Friday 11/17</b>	<b>Fieldwork Simulation Lab 2</b>	See Dr. Horwitz's Course
14	11/21	<b>AT Group Assignment Presentations</b>	Chapter 5 (select pages) *Refer to Canvas
<b>11/22 – 11/24 THANKSGIVING BREAK</b>			
15	11/27 – 12/1	Level I Fieldwork Rotations - No Class This Week	
16	12/5	<b>Exam 1</b> 4-6 pm	
<b>12/7 – 12/8 Reading Days (No Classes)</b>			
17	Monday 12/11*	<b>Final Competency in Nursing Simulation Lab</b> *(8-4 pm)	

*A detailed course outline will be provided in Canvas and provides more information for required readings, assignments, quizzes, and material to bring to class.*

\* Required journal articles and preparatory activities will be posted on e-learning in the corresponding weekly or topic folder on course website.

### Course Materials and Technology

#### Required Text:

Dirette, D. & Gutman, S. (2021). *Occupational therapy for physical dysfunction* (8<sup>th</sup> ed.). Wolters Kluwer.

**Required Subscription:**

- ClinEdWeb subscription
  - Go to: <https://www.clinedweb.com/bundles/annual-subscription-322>
  - Click: Buy
  - Create your account using your .edu email address
  - Complete purchase with your credit card
- Once purchased, you will have access to all content for **365 days**.

**We will also be referring to textbooks:**

- Crepeau, E., Cohn, E., & Schell, B. (Eds.). (2014) *Willard & Spackman's occupational therapy* (13<sup>th</sup> edition). Philadelphia: Lippincott, Williams & Wilkins.
- Required journal article readings, links for materials, and learning activities will be posted on the Canvas course website in the corresponding weekly and topic module <http://elearning.ufl.edu/>

**Recommended Textbooks (Optional):**

- Hinojosa, J. & Kramer, P. (Eds.). (2014). *Evaluation in occupational therapy: Obtaining and interpreting data* (4<sup>th</sup> ed.). Bethesda, MD: AOTA Press.
- Asher, I.E. (Ed.). (2014). *Occupational therapy assessment tools: An annotated index* (4<sup>th</sup> ed.). Bethesda, MD: AOTA Press.
- Gillen, G. (2015). *Stroke rehabilitation: A function-based approach*.
- Zoltan, B. (2007). *Vision, Perception, and Cognition* (4<sup>th</sup> ed.). Thorofare, NJ: Slack, Inc.

Course website: <http://lss.at.ufl.edu>

For technical support for this class, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

**Additional Academic Resources**

- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting and writing papers.
- Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#).

**ACADEMIC REQUIREMENTS AND GRADING****Assignments**



Assignment Category	Skills 2 OTH6115 Assignments from 2023	Due Date	% of Course Grade
<b>Experiential Learning</b>	<ul style="list-style-type: none"> <li>Interdisciplinary WC Lab</li> <li>OT/PT IPE Lab</li> <li>Lake Wauburg Lab</li> </ul>	<ul style="list-style-type: none"> <li>Friday 9/22</li> <li>Friday 10/20; 10/27</li> <li>Thursday 11/9</li> </ul>	20%
<b>AT Group Assignment and Presentation</b>	<ul style="list-style-type: none"> <li>Part 1 (Observe and Assess)</li> <li>Part 2 (Planning Draft)</li> <li>Part 3 (Explanation &amp; Education)</li> <li>Part 4 (Presentation)</li> </ul>	<ul style="list-style-type: none"> <li>Sunday 10/1</li> <li>Sunday 11/5</li> <li>Monday 11/20</li> <li>Tuesday 11/21</li> </ul>	10%
<b>Prior to Class Quizzes</b>	Weekly quizzes (2 attempts for best score)	Refer to Canvas (due Wednesdays at 11:59 pm)	5%
<b>Professionalism: Individual Accountability</b>	<ul style="list-style-type: none"> <li>ClinEdWeb Jenny – <i>Physical Rehab</i></li> <li>ClinEdWeb Autumn – <i>Physical Rehab</i></li> <li>Reflection Log skills entry #1</li> <li>Reflection Log skills entry #2</li> <li>Reflection Log skills entry #3</li> <li>Exam 1</li> <li>Other various assignments</li> </ul>	Wednesday 9/6 Sunday 10/15 Sunday 9/17 Sunday 10/15 Sunday 11/19 Tuesday 12/5 Refer to Canvas	15%
<b>Professionalism: Peer Colleague Accountability</b>	<ul style="list-style-type: none"> <li>Feedback Fruits Peer Feedback</li> <li>Week 8 IADL Clinical Reasoning and Tx Planning</li> <li>SPH&amp;M Outdoor Recreation and Environmental Analysis</li> <li>Other various assignments</li> </ul>	TBD Sunday 10/15 Sunday 11/12 Refer to Canvas	10%
<b>Skills + Clinical Reasoning Competencies</b>	<ul style="list-style-type: none"> <li>Competency 1</li> <li>Competency 2</li> <li>Competency 3</li> <li>Competency 4</li> <li>Competency 5</li> </ul>	Thursday 8/31 Thursday 9/14 Thursday 9/28 Thursday 10/12 Thursday 11/2	20%
<b>Final Competency</b>	Cumulative Case Scenario Final Competency	Monday 12/11	20%
			<b>100%</b>

### Grading

This is a skills course, and therefore, you will be required to learn the skills surrounding clinical reasoning and demonstration of safe client/patient handling and mobility with accuracy. To receive a grade for this course, it is mandatory that you demonstrate competency with safe and appropriate client/patient handling and mobility skills (**Pass** all Competencies). Students who do not initially pass a Check-off/Competency must successfully retake all portions of a comparable Check-off/Competency before the end of the semester to earn a final grade for this course. Otherwise, you will receive an **Incomplete** for the semester, regardless of your performance on the quizzes and exam. Required repetition of a Check-off will also result in a deduction of point(s) as posted on the corresponding grading form. Performance during Competencies will follow grading guidelines listed on respective Competency grading form (loaded on course website).

### Assignment policy

Lab assignments and worksheets may be written legibly in **black ink**. Correct spelling, grammar, legibility, accuracy, logical thought sequence, continuity, smooth transitions, and correct referencing are expected for all assignments. Professional level communication is expected on all written work (e.g. use of single line strikethroughs when errors are made). References are to be cited in APA format.

The class grade is based on several types of assignments:

I. **Experiential Learning Labs (20%)**

Experiential learning lab opportunities will involve working in pairs and/or groups to accurately and efficiently demonstrate components of safe client/patient handling and mobility (SPHM) with considerations to interdisciplinary collaboration. Hands on labs include but are not limited to: OT/PT Mobilization Lab, Interdisciplinary WC Lab, and the Clinical Reasoning & Environmental Analysis in Naturalistic Environment Lab at Lake Wauburg North Shore. Students are expected to arrive to each lab prepared for active engagement and hands on participation throughout the entirety of each learning opportunity. Inadequate participation will result in lost points.

II. **Prior to Class Quizzes (5%)**

Prior to class quizzes will be assigned throughout the course to assess student understanding of course content and/or course topics. Students will be allowed 2 attempts to complete prior to class quizzes. Each open note/book/browser quiz will be available online via Canvas.

III. **Final Clinical Skills Competency (20%)**

Competencies will involve working in pairs to demonstrate ability to accurately and efficiently demonstrate components of a safe client/patient handling and mobility (SPHM) case study scenario. Students will work with a peer colleague for competency. Once in front of the instructor, each student will be presented with a safe patient handling and mobility scenario to simulate with their peer colleague. Students will then act out their role as a therapist using their peer colleague as the client. The amount of time allocated for each Check-off/Competency appointment reflects the time necessary for the student to complete the assessment ASSUMING the student is adequately prepared. Students who demonstrate inadequate preparation will be required to repeat the Competency at a later time/date.

IV. **Clinical Skills + Clinical Reasoning Competencies (In Class) (20%)**

Competencies will involve working in pairs to demonstrate ability to accurately and efficiently demonstrate components of safe client/patient handling and mobility (SPHM). Students will work with a peer colleague during class for competencies. Once in front of the instructor, each student will be presented with a safe patient handling and mobility scenario to simulate with their peer colleague. Students will then act out their role as a therapist using their peer colleague as the client. The amount of time allocated for each Check-off/Competency appointment reflects the time necessary for the student to complete the assessment ASSUMING the student is adequately prepared. Students who demonstrate inadequate preparation will be required to repeat the Check-off/Competency at a later time/date.

V. **Assistive Technology Group Assignment and Presentation (10%)**

Students will work in peer colleague groups to observe and assess the use of assistive technology, discuss existing occupational participation and performance problems/barriers that assistive technology could improve, and design and create a piece of assistive technology to optimize occupational participation and performance. Students will additionally create instructions for how to utilize the AT, considering health literacy and educational approaches. Students will present their AT project to the class.

VI. **Professionalism – Individual Accountability (15%)**

Students will be evaluated throughout the semester regarding their investment in their developing clinical and professional identity through various assignments. This includes Exam 1 which will cover content and applied clinical reasoning skills to provide the best answer to each question. The exam will be administered on campus via Canvas utilizing lock down browser.

VII. **Professionalism – Peer Colleague Accountability (10%)**

Students will be evaluated throughout the semester regarding their professionalism and active collegial participation in hands-on learning activities. Students will also participate in peer feedback via the FeedbackFruits platform.

**Structure of Peer Teaching**

Research has shown that peer teaching and peer learning has been shown to be highly effective. This form of mutual learning will be utilized during hands-on-learning labs to promote increased independence and better preparation for clinical reasoning skills and safe patient handling and mobility competency.

**OTD Program Standard Grading Scale:** For more information concerning program grading policies see *OTD Student Manual*. Please note that a C- grade is considered a failing grade by the OTD program.  
Point system used (i.e., how do course points translate into letter grades).

**Example:**

<b>Points earned</b>	93-100	90-92.99	87-89.99	83-86.99	80-82.99	70-79.99	67-69.99	63-66.99	60-62.99	0-59.99
<b>Letter Grade</b>	A	A-	B+	B	B-	C	D+	D	D-	E

<b>Letter Grade</b>	A	A-	B+	B	B-	C	D+	D	D-	E	WF	I	NG	S-U
<b>Grade Points</b>	4.0	3.67	3.33	3.0	2.67	2.0	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

More information on UF grading policy may be found at:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**Exam Policy**

Students will be taking Quizzes and Course Exams on your own computer. Exams/Quizzes are administered on Canvas. Students have up to 3 opportunities to complete *Prior to Class* Quizzes. *Prior to Class* Quizzes will be administered via the course website on Canvas. Students must bring a laptop/notebook/tablet with the LockDown Browser installed and tested for the Exam 1. Multiple choice quizzes are used to assess critical thinking in relation to knowledge and skills taught in the course and are provided in the style used on the NBCOT Certification Exam (e.g., there may be more than one “right” answer, but the student must identify the “best” answer). Students who need accommodations for the Final Exam must contact the Disability Resource Center and make arrangements prior to the Exam.

**Assignment Policy**

Assignment due dates are provided in the course outline in this syllabus. All assignments are **due by the indicated due date in Canvas, unless otherwise instructed**. Late assignments will be subject to a 10% reduction in grade for each day late and will be accepted for up to three days after the deadline, unless prior arrangements have been made with the instructor.

All written assignments, whether for a practicum or classroom assignment are to be typed. Lab assignments may be typed or written legibly in ink. Correct spelling, grammar, legibility, accuracy, logical thought sequence, continuity, smooth transitions and correct referencing are expected for all assignments. References are to be cited in APA format using the Publication Manual of the American Psychological Association. This reference manual should be used to clarify writing format and style.

All assignments submitted electronically must be submitted using Microsoft Word format (.doc/.docx) or Portable Document format (.pdf) unless otherwise specified by the instructor

### Lab Worksheets: Structure of Peer Teaching

Research has shown that peer teaching and peer learning has been shown to be highly effective. This form of mutual learning will be utilized during hands-on-learning labs to promote increased independence and better preparation for clinical skills competency.

**Student Grade Issues:** If students have issues with a grade, they must submit their concerns in writing (via email) to the grading faculty member with documentation to support their position prior to meeting with that faculty member.

### Policy Related to Make up Exams or Other Work

Any requests for make-ups due to an excused absence must be submitted to the instructor via email within 48 hours of missing an exam. The student will coordinate with the instructor to schedule a date, time, and place to make up the exam.

Any work that is submitted late, or any requests for make-ups due to technical issues **MUST** be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence (the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem).

You **MUST** e-mail the instructor within 24 hours of the technical difficulty if you wish to request a late submission without points deducted. See “Assignment Policies” below for more information about late assignments.

### Policy Related to Required Class Attendance

**Attendance to all class activities is mandatory.** All students will be held responsible for all material presented and discussed in class activities regardless of attendance. If possible, a student who must be late or absent to a class activity should notify the instructor prior to the scheduled time in order to schedule makeup activities. Some experiences cannot be made up. For students with an excused absence an alternative activity will be provided.

If possible, faculty should be informed of absences prior to the time of the scheduled activity (exam, site visit, assignment deadline, presentation), unless it is an illness or emergency.

- a) A student who must be absent must notify Dr. Piazza ([bsumm@php.ufl.edu](mailto:bsumm@php.ufl.edu)) via email prior to the anticipated absence, if possible.
- b) See the “Policy Related to Make up Exams or Other Work” above related to missing exams.
- c) See the Attendance Policy in the [OTD Student Manual](#) for procedures

Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations/#text>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### Inclusive Learning Environment

To create as inclusive a learning environment as possible, I will work to ensure that the classroom environment is conducive to the sharing of ideas, allowing students to explore relationships among course material, personal, and social experiences. I strive to teach content objectively and create space for a respectful dialogue of ideas related to the impact of race, gender identity, sexual orientation, disability status, age, (etc.) on the topics taught in class. I seek to nurture a supportive peer culture both inside and outside of the classroom, and expect that students will treat each other in caring, empathic, and respectful ways.

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational

experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)

### **Diversity Statement**

*"I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class."*

### **SUPPORT SERVICES**

#### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

#### **Support Services for Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website.](#)

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Expectations Regarding Course Behavior

1. **Professional Behavior** is always expected, and can be defined as:
  - Personal responsibility for prompt arrival, and regular participation and attendance in all course activities; with appropriate and judicious use of class and lab time.
  - Assumption of responsibility in keeping classroom in order and laboratory materials properly utilized and stored.
  - Treatment of peers, professors, teaching assistants, guest lecturers, clinical personnel, clients and their families with consideration, confidentiality, and respect.
  - See the information on absences in “Attendance Policies” above and the [Absence Policy](#) in the *OTD Student Handbook* published on the OTD program website. All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.
  - Students are expected to be thoroughly prepared for class. Students are expected to read and study assigned readings and complete assigned preparatory activities as indicated on the course website and syllabus prior to coming to class. Students are expected to bring all materials necessary to effectively participate or those specifically designated by the instructor to class or lab.
  - Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture and lab by refraining from chatter or other distracting behaviors; turning off all electronic devices; not reading other material during class; meeting deadlines; arranging with instructor or peer to get handouts or announcements if unable to attend class; arranging with the instructor in advance if unable to meet scheduled tests and assignments.
  - Students are expected to actively participate in discussions and lab activities. Participation assists students to develop knowledge and skill in interpersonal relationships and communication by relating to patients and families with various backgrounds and performance deficits, by relating to other students, therapists and supervisors, students gain an understanding of relationships in the professional role.
  - Clinical level professionalism is expected for all Competencies.
    - This includes (1) arriving on time, (2) having good proficiency with testing procedures, (3) bringing own goniometers, chart, and applicable paperwork (4) wearing UF ID so that it can be easily read, and (5) use of professional communication & demeanor.

Initial infraction will carry a *warning*; however, each additional infraction will carry a point deduction. Points will be docked (and communicated with student). See professional points handout for details.

### 2. Dress Code

For patient handling and mobility techniques and intervention approaches in class:

- a) Scrubs are allowed. Clean, closed toe shoes with adequate base of support.
- b) Jewelry & make-up kept to a minimum. No hats. No fragrances.

Please dress appropriately for your morning/early afternoon class. You may change for this class in the restrooms located on the ground floor or first floor.

3. **Lecture notes and/or Power Point** slides are provided solely at the discretion of the presenter. Regardless of the provision of lecture notes/Power Point slides, students are responsible for all materials assigned and covered in class, labs, and site visits.
4. **Laptops/Tablets:** Computers may be used in class for taking notes, viewing slides, or accessing websites associated with ongoing class activities. Students are not allowed to use computers in class for any other reason. Topic instructors may further limit or prohibit the use of computer used during presentations.

### Communication Guidelines

Faculty will contact students through Canvas or through ufl.edu email addresses. Please sign up to receive notifications from Canvas so that you are aware of new messages and announcements. Students should check their ufl.edu email daily.

### **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>  
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### **Recording Within the Course:**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

### **Policy Related to Guests Attending Class:**

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that

guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm>

**Online Faculty Course Evaluation Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.