OCTH 211: Orientation to Occupational Therapy
Course Syllabus

Instructor: Shana Cerny, OTD
Course Number: OCTH 211
Credit Hours: 3
Delivery Method: Online

Email: Shana.Cerny@usd.edu
Office Phone: (605) 658-6376
Semester: Fall 2017

Course Description
This course is an orientation to occupational therapy. It is designed to provide a general overview of the profession and to assist students in determining if they would like to pursue a graduate degree in occupational therapy.

Course Prerequisites
There are no prerequisites for this course.

Required Text

Teaching Strategies/Learning Experiences
This course will be instructed entirely online via Desire2Learn (http://d2l.sdbor.edu). The South Dakota Board of Regents defines a credit hour as constituting one hour of classroom or direct faculty instruction, and two hours of out of class student work. This is a three credit-hour course, so students should expect to invest around nine hours per week in the course. As this is an online course, we will not be meeting face-to-face, so this engagement requirement will be reproduced by the following requirements: watching the recorded lecture (when provided); completing the weekly class activities, discussion board postings, discussion board responses, and assigned readings; and completing 15 hours of occupational therapy observation or community service in a location of your choice (the equivalent of one credit of the three-credit course).

This is not a self-paced or correspondence-type course. There are weekly deadlines for discussion contributions and due dates for all assignments. You should plan to log into the course at least three times weekly and spend three to six hours of time on the course each week.

A typical week in this course will be scheduled as follows (this does not include the observational experience that you will be completing at your convenience):
Day of week  | Activity
---|---
Monday  | Start of new topic/week  
| Complete assigned reading and begin class activities  
| Live Collaborate Lecture
Tuesday  | Open
Wednesday  | Prepare discussion board posting; complete class activities  
| *Due: Initial response to posted discussion questions*
Thursday  | Read discussion board postings; prepare responses to peers; complete class activities
Friday  | Open
Saturday  | Open
Sunday  | *Due: Discussion board responses and weekly class activities*

Grading will be based on discussion contributions, completion of class activities, an activity analysis project, a reflective paper about your service learning experience, and a final exam.

**Course Objectives**
There are three overarching goals for this course. By completing this course you will:
- Develop a greater understanding of the profession of occupational therapy;
- Develop an understanding of whether you want to pursue a career in occupational therapy; and
- Experience and reflect on occupational therapy or a related area by completing 15 hours of observational/service learning in an OT setting of your choice.

Specific learning objectives for this course, as well as how they will be assessed, are listed on the course calendar below.

**Contacting the Instructor**
The course instructor is most accessible via USD email (Shana.Cerny@usd.edu). This email address is preferred over D2L email. You will receive a response to your email within 24 hours Monday through Friday and within 48 hours over weekends. The instructor will provide advance notice in the event she is out of the office necessitating a slower response time.

**Required Technology**
The University of South Dakota has established minimum technology requirements for participation in online courses. These are outlined under the “Technology Support and Requirements” section in the CE Online Orientation Guide. This document can be found at [http://www.usd.edu/continuing-and-distance-education/upload/Online-Orientation-Guide.pdf](http://www.usd.edu/continuing-and-distance-education/upload/Online-Orientation-Guide.pdf) or in the Getting Started widget on the course homepage under Technology Requirements.
Students should have access to Microsoft Word 2003 or later for submitting written assignments. I will use the comment and proofing features in Word to provide feedback on assignments. A student version of Microsoft Office (Student Advantage Office 365) can be downloaded at https://portal.usd.edu/technology/downloads/student/office-365.cfm

Course Requirements
1. Active class participation is expected. This means you should plan to log into the course a minimum of three times per week.
2. Follow the basic rules of netiquette and to be courteous to all those in the class. Please type in complete sentences and follow the discussion board guidelines. For more information on netiquette please review the Netiquette section of the Online Orientation Guide at http://www.usd.edu/continuing-and-distance-education/upload/Online-Orientation-Guide.pdf
3. Assignments should be submitted electronically in the D2L assignment drop box by 11:55 pm CST on the due date. Late class participation and discussion board postings will not be given credit. There will be a one-letter grade deduction for each day an assignment is late (specifically, the activity analysis and the reflection paper assignments).
4. Professional dress is required for all service learning/observation hours. (No jeans; closed-toe and closed-heel shoes; tops must touch bottoms; shirt sleeves; hair tied back; tattoos covered; body piercings except ear either removed or covered)
5. The instructor will also abide by all policies set forth in this syllabus and those by the CDE Online Orientation, the University of South Dakota, and the South Dakota Board of Regents.

Class Management Statements
1. Freedom in learning: Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

2. ADA Statement: Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605)677-6389
Web Site: www.usd.edu/ds
E-mail: dservices@usd.edu
3. **Academic Integrity**: No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:
   a. Given a zero for that assignment.
   b. Allowed to rewrite and resubmit the assignment for credit.
   c. Assigned a reduced grade for the course.
   d. Dropped from the course.
   e. Failed in the course.

4. **Inclusive Excellence**: The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. The University of South Dakota School of Health Sciences is committed to an environment of inclusiveness in classroom and practice settings that honors diverse perspectives, traditions, heritages, and experiences.

<table>
<thead>
<tr>
<th>Evaluation methods</th>
<th>Points</th>
<th>Your Score</th>
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<tbody>
<tr>
<td>Class activities (one point X 14 weeks)</td>
<td>14</td>
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</tr>
<tr>
<td>Discussion (2 points x 14 weeks)</td>
<td>28</td>
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<tr>
<td>Activity analysis</td>
<td>14</td>
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<tr>
<td>Analytic service learning paper</td>
<td>24</td>
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<tr>
<td>Final exam</td>
<td>20</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>100 points</strong></td>
<td><strong>___</strong></td>
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**Grading:**

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<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>90 – 100%</td>
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<tr>
<td>B</td>
<td>80 – 90%</td>
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<tr>
<td>C</td>
<td>70 – 80%</td>
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<tr>
<td>D</td>
<td>60 – 70%</td>
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<tr>
<td>F</td>
<td>&lt;60%</td>
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Assignment Descriptions and Grading Rubrics

1. Class participation 14 points
There will be one topic covered each week. Each week starts on Monday and ends on Sunday. At times, a recorded presentation covering the week’s topic can be viewed/heard to supplement the week’s content.

There will be class handouts that correspond to the weekly topics. These handouts will be available in the content section of D2L. Students are expected to complete the class handout and submit it to the dropbox by 11:55pm CST each Sunday.

Grading of class participation:
- Completed class handout 1 point each week
- Late submissions will not be considered for grading purposes

Class participation grades will be posted in the grades section of D2L within one week of completion.

2. Discussion 28 points
In addition to weekly activities, online discussion will be used in this course to provide a forum for further exploration of each week’s topic. There will be a discussion question(s) or topic posted on the D2L discussion board that corresponds with that week’s class session and assigned readings. The goal of discussion is to help you apply information learned about the topic; expand your knowledge about the field of occupational therapy; and to share ideas, feedback, and experiences with your fellow classmates and the instructor. The instructor will participate in discussions by first posting the discussion question(s). Students will then discuss the question amongst each other. The instructor may interject with follow-up questions/comments at her discretion.

For each weekly discussion, each student should:
- Respond to the posted topic question(s) by Wednesday of each week. Your response needs to be written in paragraph form and should be at least one paragraph (a minimum of four well-written sentences) for each question posted.
- Read the other postings on the discussion board and reply to at least 2 classmates by Sunday. Each response also needs to be at least a paragraph (a minimum of four well-written sentences) in length and should expand upon/add knowledge to the original posting.

Grading of weekly discussions:
- Your original discussion posting (one paragraph minimum) 1 point each week
- Two responses to your peers (each one paragraph minimum) 1 point each week
  - Responses to others should expand on the original posting; they should not simply restate or agree with the original author’s position.
- You will be graded on the quality of your work and your ability to add new information to the discussion. The use of outside resources is encouraged (online searched, your personal experiences from job shadowing, etc...)
- Proper netiquette, spelling, and grammar should be used at all times.
- Late submissions will not be considered for grading purposes
Discussion grades will be posted in the grades section of D2L within one week of completion.

3. **Activity analysis** 14 points

Activity analysis is a core task of an occupational therapy practitioner. After completion of the class session and readings regarding activity analysis, you will be completing an independent activity analysis. You will be provided with a template that can be reviewed prior to completing the assignment. You will then analyze an activity of your choice for the assignment using the same form used in class.

Grading:
- ✓ Section 1: Basic Considerations 2 points
- ✓ Section 2: Activity/environmental demands 2 points
- ✓ Section 3: Sensory requirements of the activity 2 points
- ✓ Section 4: Neuromuscular requirements of the activity 2 points
- ✓ Section 5: Motor requirements of the activity 2 points
- ✓ Section 6: Cognitive requirements of the activity 2 points
- ✓ Section 7: Psychosocial requirements of the activity 2 points
- ✓ You will be graded on the thoroughness and accuracy of your activity analysis.

This assignment will be graded and returned with feedback to the D2L dropbox within two weeks of the due date. The grade will also be posted in the grades section of D2L.

4. **Analytic service learning paper** 24 points

Service learning is a chance for you to grow as an individual by applying what you learn in class to real life situations in the community. Many occupational therapy programs require applicants to observe in a variety of occupational therapy settings and many want to see an applicant’s history of service/volunteer experience. For successful completion of this course, you will complete 15 hours of volunteer/service learning time in a health or community service-related experience. This will allow you the opportunity to gain either occupational therapy observational experience or build your service-learning experiences.

Specifically, complete the following tasks. **All forms can be found in the content section of D2L under Service Learning Forms.**

I. Develop 3 personal goals for the service learning experience. Write these goals on the Service Learning Approval Form.
   a. Sample goals:
      i. I would like to observe a typical work day of an occupational therapist working in a geriatric occupational therapy setting.
      ii. I would like to observe an occupational therapy initial evaluation of a new client/patient.
      iii. I would like to observe what intervention strategies are used by an occupational therapist working in a skilled nursing facility.

II. Describe what you plan to do to achieve your goals (as on the form). You may be an observer of OT services, but you may also choose to complete a project as a volunteer for a particular facility. You are free to be creative in how you would like to spend your time.
   a. Sample description: I plan to achieve my goals by completing 15 hours of observation of an occupational therapist working in a skilled nursing setting (include potential names of
facilities that you plan to contact).

III. Choose the location of your service learning experience. You can observe OT, spend time in a facility that has the potential need for OT services (such as a homeless shelter), or spend your time giving back to the community. If you have trouble locating somewhere to go, you can go to the following page on USD’s website for ideas: http://www.usd.edu/volunteer/ or talk to the course instructor. You may complete your experience in more than one facility as long as the 15-hour minimum requirement is achieved. Please choose a facility in which you have not worked/volunteered before so you can expand your exposure to OT-related experiences. No part of your 15 hours of activity may be for credit in another course.

IV. Complete and submit your Service Learning Approval Form and Action Release Form to the course instructor by September 15th via the D2L dropbox. You may type your responses; your typed signature will be considered to be your actual signature on the forms.

V. The course instructor will review and approve your proposed experience by September 20th.

VI. After the course instructor reviews and approves your proposed experience, contact the facility to set up your service learning hours and complete your hours. Log your hours on the Time Effort Report Form. Your service learning hours should be completed, logged, and submitted to the course instructor by December 3rd. Since this will be a hand-written form, send or fax the Time Effort Report Form to the course instructor via postal mail. You may also scan the form and upload it to the D2L dropbox.

Failure to submit the Time Effort Report Form or failure to complete 15 hours of observation/service learning will result in a 30-point deduction from your final course grade.

VII. After completing your service learning hours have been completed, you will write a five-page paper describing your experience. Please refer to the following grading rubric for how to structure your paper. Please submit your paper in the D2L assignment drop box by December 6th.

Grading:

✓ Introduction 1 point

✓ Objective: 5 points
  What did you do? Who was involved? Describe your experience.

✓ Self-reflection: 6 points
  How did the experience make you feel? Did it remind you of anything? Did it make you more confident? Do you feel more knowledgeable? Did you feel prepared for the experience?

✓ Learning goals: 6 points
  What did you learn? Were you able to apply concepts from class to the setting? If so, how? What did the experience make you think? Did it make you change your way of thinking?

✓ Future outlook: 5 points
Have you formed any new opinions? What would you do differently next time? How does OT practice apply to the setting that you were in? How will the experience affect your career path?

✓ Conclusion 1 point

✓ Formatting and grammar deductions
  • Title page
  • double-spaced
  • Times New Roman 12” font
  • 1” margins
  • 5 pages in length
  • Clearly written
  • Free of grammatical errors
  • Please maintain confidentiality when appropriate

This assignment will be graded and returned with feedback in the D2L dropbox within one week of the due date. The grade will also be posted in the grades section of D2L.

5. Final exam 20 points
There will be a final exam covering all course material. This is a closed-book/notes, timed exam, to be taken on D2L using the Respondus lock-down browser during finals week. Once you start the exam you will have 45 minutes to complete it. You will only be allowed one opportunity to take the exam. It will be worth 20% of your final course grade and will consist of multiple-choice, matching, and true/false questions. The exam will cover all of the material covered in the assigned readings, class sessions, class activities, and discussions.

The final exam scores will be released immediately after completing the exam. Scores will be posted in the grades section of D2L.