Course Description
This course focuses on the role of occupation and lifestyle in the promotion of health and the prevention of disease and disability in society. Models of health promotion, wellness, and health education for the individual, family, and society will be discussed. Students will apply the process of community program development to address issues of social and occupational injustice and chronic disease.

This course is designed for graduate level occupational therapy and public health professional students.

Major Course Objectives
Upon completion of this course, the student will:

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Assessment Measure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate knowledge of global social issues and prevailing health and</td>
<td>Discussion Community Program Proposal</td>
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<tr>
<td>welfare needs of populations with or at risk for disabilities and chronic health</td>
<td></td>
</tr>
<tr>
<td>conditions.</td>
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<tr>
<td>2. Articulate the importance of balancing areas of occupation with the</td>
<td>Discussion</td>
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<tr>
<td>achievement of health and wellness for the clients.</td>
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<tr>
<td>3. Explain the role of occupation and public health in the promotion of health</td>
<td>Discussion</td>
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<tr>
<td>and the prevention of disease and disability for the individual, family, and</td>
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<tr>
<td>society.</td>
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<td>4. Express support for the quality of life, well-being, and occupation of the</td>
<td>Discussion Community Program Proposal</td>
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<tr>
<td>individual, group, or population to promote physical and mental health and</td>
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<tr>
<td>prevention of injury and disease considering the context (e.g., cultural, personal,</td>
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<tr>
<td>temporal, virtual) and environment.</td>
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</tr>
<tr>
<td>5. Apply theoretical constructs to evaluation and intervention with various</td>
<td>Discussion Community Program Proposal Peer Feedback on Gran</td>
</tr>
<tr>
<td>types of clients in a variety of practice contexts and environments, including</td>
<td>Narrative</td>
</tr>
<tr>
<td>population-based approaches, to analyze and effect meaningful outcomes.</td>
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<tr>
<td>6. Understand when and how to use the consultative process with groups, programs, organizations, or communities.</td>
<td>Discussion Community Program Proposal Peer Feedback on Grant Narrative</td>
</tr>
<tr>
<td>7. Provide population-based occupational therapy or public health intervention that addresses occupational needs as identified by a community.</td>
<td>Mock Virtual Health Fair Community Program Proposal</td>
</tr>
<tr>
<td>8. Advocate for changes in service delivery policies, effect changes in the system, and identify opportunities to address societal needs.</td>
<td>Discussion Mock Virtual Health Fair Community Program Proposal</td>
</tr>
<tr>
<td>9. Integrate national and international resources in education, research, practice, and policy development.</td>
<td>Discussion Community Program Proposal</td>
</tr>
<tr>
<td>10. Demonstrate leadership skills in the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs and service delivery options and formulation and management of staffing for effective service provision.</td>
<td>Community Program Proposal Peer Feedback on Grant Narrative</td>
</tr>
<tr>
<td>11. Demonstrate the ability to design ongoing processes for quality improvement (e.g., outcome studies analysis) and develop program changes as needed to ensure quality of services and to direct administrative changes.</td>
<td>Discussion Community Program Proposal Peer Feedback on Grant</td>
</tr>
<tr>
<td>12. Demonstrate knowledge of and the ability to write program development plans for provision of occupational therapy and/or public health services to individuals and populations.</td>
<td>Discussion Community Program Proposal Peer Feedback on Grant</td>
</tr>
<tr>
<td>13. Identify and adapt existing models or develop new service provision models to respond to policy, regulatory agencies, and reimbursement and compliance standards.</td>
<td>Discussion Program Analysis Assignment Community Program Proposal Peer Feedback on Grant</td>
</tr>
<tr>
<td>14. Identify and develop strategies to enable occupational therapy/public health to respond to society’s changing needs.</td>
<td>Discussion Program Analysis Assignment Community Program Proposal Peer Feedback on Grant</td>
</tr>
<tr>
<td>15. Discuss and justify the varied roles of the occupational therapist and public health professional as a practitioner, educator, researcher, policy developer, program developer, advocate, administrator, consultant and entrepreneur.</td>
<td>Discussion Community Program Proposal</td>
</tr>
<tr>
<td>16. Describe and implement strategies to assist the consumer in gaining access to occupational therapy and other health and social services.</td>
<td>Discussion Mock Virtual Health Fair Community Program Proposal</td>
</tr>
<tr>
<td>17. Develop an understanding of the process of locating and securing grants for program development and implementation.</td>
<td>Discussion Grant Funding Source Analysis Community Program Proposal Peer Feedback on Grant</td>
</tr>
<tr>
<td>18. Explain methods of ensuring community health safety and preparedness.</td>
<td>Discussion Community program proposal</td>
</tr>
</tbody>
</table>
Required Texts


Additional Required Readings:


Websites


Additional Resources:


Teaching Strategies/Learning Experiences
This course will be delivered entirely online via Desire2Learn (http://d2l.sdbor.edu). It is a three-credit course, which would normally constitute three hours of meeting time per week in a face-to-face class. As this is an online course, we will not be meeting face-to-face, so this engagement requirement will be reproduced the following ways: class discussion; attending scheduled class sessions or watching the recorded class; completion of assigned readings; peer interaction and feedback; and completion of all assignments, including the development of a community program proposal.

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 invest about six to nine hours of time on the course each week.
A typical week in this course will run as follows:

<table>
<thead>
<tr>
<th>Day of week</th>
<th>Activity</th>
</tr>
</thead>
</table>
| Monday      | Start of new topic/week  
Complete assigned reading |
| Tuesday     | Complete assigned reading  
Prepare initial discussion board posting |
| Wednesday   | Open for reading discussion postings, formulating responses, and work on assignments |
| Thursday    | Due: Initial response to posted discussion questions |
| Friday      | Open for reading discussion postings, formulating responses, and work on assignments |
| Saturday    | Open for reading discussion postings, formulating responses, and work on assignments |
| Sunday      | Due: Discussion board responses to peers  
Due: Assignments |

**Contacting the Instructor**

The course instructor welcomes individual communication with students. She is most accessible via USD email (Whitney.LucasMolitor@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.

The course instructor is available Monday – Friday by appointment for office hours. Students may schedule a meeting by e-mailing the course instructor using the USD e-mail address above.

**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. The link to this document can be found in the Getting Started widget on the course homepage.

The course director will facilitate live class sessions/office hours via a web-conferencing system called Collaborate Ultra. To engage fully in these sessions, a USB multimedia headset (earphones with a microphone) is recommended. Headsets can be purchased online, or from a local retailer for around $15-$30 depending on the brand and model (Logitech is recommended). Finally, students should have access to MS Office 2010 (Windows)/2008 (Mac) or later for submitting written assignments. The instructor will use the comment and reviewing features in Word to provide feedback on these assignments. A student version of Microsoft Office can be purchased via Microsoft’s Website.
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.
3. Assignments should be submitted electronically in the D2L dropbox by 11:55 pm CT on the due date unless otherwise specified. There will be a one-letter grade deduction for each day an assignment is late. Late discussion board postings are not accepted and will be assigned a grade of zero.
4. The instructor will abide by all policies set forth in this syllabus and those by the USD Online Student Handbook, USD, and the South Dakota Board of Regents.
5. Participation and attendance in this course is required and will be assessed through participation in the discussion board and learning activities. Students that are absent from two or more weeks of discussion activities or are failing to meet course expectations may be withdrawn from the course by the instructor. In this case, students will receive a grade of ‘W’.

Course Schedule

Please see the “Course Calendar” for complete course schedule and learning activities. This is available in D2L in the Content section.

Class Management Statements

1. Freedom in learning. Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college that offers the class to initiate a review of the evaluation.

2. ADA Statement: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Ernetta Fox, Director of the Office of Disability Services, (Service Center 119; 677-6389) as early as possible in the semester.

3. Academic Integrity:
Academic integrity is a core value for the University of South Dakota, the Graduate School, the School of Health Sciences, and the PhD in Health Sciences program. To that end, the faculty and students in the are expected to uphold the highest standards of academic integrity in all of their work. The absence of academic integrity among faculty or students would undermine the trust and mutual respect, which is essential for maintaining the mission, integrity, reputation, and rigor of the program. Therefore, as a community of scholars, we embrace the highest standards of academic integrity in all aspects of our work. Failure to uphold these standards is cause for dismissal program.

The USD library website also has a tutorial titled “Introduction to Academic Integrity” available for your review.
A. **Academic Dishonesty**

1. **Cheating**, which is defined as, but not limited to the following:
   a. use or giving of any unauthorized assistance in taking quizzes, tests, or examinations;
   b. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or
   c. acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff.

2. **Plagiarism**, which is defined as, but is not limited to, the following;
   a. the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement consistent with accepted practices of the discipline;
   b. the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

3. Other forms of dishonesty relating to academic achievement, research results, or academically related public service;

4. Furnishing information known or believed to be false to any institutional official, faculty member or officer;

5. Forgery, fabrication, alteration, misrepresentation, or misuse of any document, record, or instrument of identification, including misrepresentation of degrees awarded or honors received.

B. **Students are expected to comply with the following academic standards:**

1. **Original Work:**
   Assignments such as course preparations, exams, texts, projects, papers, etc., must be the original work of the student. At all times, students are expected to comply with APA Style (6th ed.) when formatting papers. Work is not original when it has been submitted previously by the author or by anyone else for academic credit.

2. **Referencing the Works of Another Author:**
   All academic work submitted for credit or as partial fulfillment of course requirements must adhere to standards of the APA Manual (6th edition) or rules of documentation provided by the instructor. Standards of scholarship require that the writer give proper acknowledgement when the thoughts and words of another are used.

3. **Tendering of Information:**
   All academic work must be the original work of the student. Giving or allowing one’s work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

C. **Violations of the Code of Conduct:**

   - Student Code of Conduct
   - SD Board of Regents Policy 3.4: Student Disciplinary Code
   - Map of BOR Policy 3.4: Student Conduct Code

**Inclusive Excellence:**

The University of South Dakota supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength.

The University of South Dakota, School of Health Sciences is committed to an environment of inclusiveness in classroom and clinical settings that honors the richness of diverse perspectives and inter-professional practice through valuing diverse traditions, heritages, and experiences.

Please refer to the USD OT Student Handbook, and USD Student Handbook for academic performance expectations and professional behavior requirements. **All of the rules and regulations set forth in these handbooks apply to this syllabus.**
## Evaluation Methods

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class discussion (10 discussions x 3 points each)</td>
<td>30</td>
</tr>
<tr>
<td>Health promotion program analysis</td>
<td>10</td>
</tr>
<tr>
<td>Grant funding source analysis</td>
<td>5</td>
</tr>
<tr>
<td>Mock virtual health fair</td>
<td>15</td>
</tr>
<tr>
<td>Peer feedback on draft grant proposal</td>
<td>10</td>
</tr>
<tr>
<td>Community program grant proposal</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

### Grading

- **A** 90 – 100%
- **B** 80 – 89%
- **C** 70 – 79%
- **D** 60 – 69%
- **F** <60%
Assignment
Descriptions

Class discussion: 3 points earned for each of the 10 topics 30 points
Due: Weekly on Sundays, 11:55 pm (see course calendar for specific due dates)

Course objectives addressed:
1. Demonstrate knowledge of global social issues and prevailing health and welfare needs of populations with or at risk for disabilities and chronic health conditions.
2. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for the clients.
3. Explain the role of occupation and public health in the promotion of health and the prevention of disease and disability for the individual, family, and society.
4. Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g., cultural, personal, temporal, virtual) and environment.
5. Apply theoretical constructs to evaluation and intervention with various types of clients in a variety of practice contexts and environments, including population-based approaches, to analyze and effect meaningful outcomes.
6. Understand when and how to use the consultative process with groups, programs, organizations, or communities.
7. Advocate for changes in service delivery policies, effect changes in the system, and identify opportunities to address societal needs.
8. Integrate national and international resources in education, research, practice, and policy development.
9. Demonstrate the ability to design ongoing processes for quality improvement (e.g., outcome studies analysis) and develop program changes as needed to ensure quality of services and to direct administrative changes.
10. Demonstrate knowledge of and the ability to write program development plans for provision of occupational therapy and/or public health services to individuals and populations.
11. Identify and adapt existing models or develop new service provision models to respond to policy, regulatory agencies, and reimbursement and compliance standards.
12. Identify and develop strategies to enable occupational therapy/public health to respond to society's changing needs.
13. Discuss and justify the varied roles of the occupational therapist and public health professional as a practitioner, educator, researcher, policy developer, program developer, advocate, administrator, consultant, and entrepreneur.
14. Describe and implement strategies to assist the consumer in gaining access to occupational therapy and other health and social services.
15. Develop an understanding of the process of locating and securing grants for program development and implementation.

Description:
Asynchronous discussion allows you to learn by sharing ideas, insights, and experiences with others. It gives you the opportunity to develop thoughts and ideas about a topic and to express these thoughts in writing while at the same time enhances your learning by allow to gather and understand others’ viewpoints.

The course director will begin each discussion topic by posing questions for you to consider (please refer to the additional handout and D2L discussion board). You will use these questions to guide your reading and initial posting and then further discuss the topic amongst each other. The course director will interject with follow-up questions/comments at her discretion.
Expectations for discussions:

- **No contributions to the weekly discussion will result in a grade of zero for that topic. No postings late postings will be accepted for grading purposes.**
- Discussion postings should reflect a synthesis of the assigned reading material for the week rather than merely restating what you read. Put your thoughts into your own words rather than quoting directly from the assigned reading.
- Contributions/arguments should be thoughtful, scholarly, and cogent. In general, they should be evidence of graduate-level work.
- Your contributions should include evidence to support your position. That means you are encouraged to incorporate outside resources or personal experiences to demonstrate examples of the assigned topic or to support your position. Seeking quality references beyond the assigned course readings is encouraged.
- Class discussion should not only answer the questions posed by the instructor, but should be an evaluation, critique, questioning, or expansion of other’s discussion posts.
- Responses to classmates should be constructive and considerate.

### Grading Rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable 0 points</th>
<th>Acceptable 0.5 point</th>
<th>Good 0.75 point</th>
<th>Excellent 1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>No posts during the current week</td>
<td>1-2 posts on the same day with no additional posts</td>
<td>2-3 posts but not distributed throughout week</td>
<td>3-4 posts distributed throughout week</td>
</tr>
<tr>
<td>Initial post</td>
<td>No initial post</td>
<td>Lacks preparation</td>
<td>Good but not fully developed response</td>
<td>Well developed</td>
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<tr>
<td></td>
<td></td>
<td>Incomplete</td>
<td>Incorporates some support through references or personal experience</td>
<td>Addresses all components</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No scholarly resources</td>
<td>Minor writing errors</td>
<td>Scholarly references</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Does not add to the discussion</td>
<td>Lacks clarity</td>
<td>Extends discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inaccuracies</td>
<td></td>
<td>Accurate/factual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing errors</td>
<td></td>
<td>No errors in writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Long, unorganized</td>
<td></td>
<td>Clear and concise</td>
</tr>
<tr>
<td>Follow-up posts</td>
<td>Posts no responses to others</td>
<td>Does not enrich discussion</td>
<td>Posts lack full development of concepts</td>
<td>Analysis of other’s postings</td>
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<tr>
<td></td>
<td></td>
<td>Repeat information</td>
<td>Adds comments or observations</td>
<td>Builds on previous posts</td>
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<tr>
<td></td>
<td></td>
<td>Agree/disagree without resources to support position</td>
<td>Adequate contribution</td>
<td>Support from literature/experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inappropriate content</td>
<td>Minor writing errors</td>
<td>Substantive/valuable contribution</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing errors</td>
<td></td>
<td>No errors in writing</td>
</tr>
</tbody>
</table>

### Grading and Feedback:
Weekly discussion grades will be posted in the grades section of D2L within one week of completion.
Health Promotion Program Analysis  

Course Objectives Addressed:
13. **Identify** and adapt existing models or develop new service provision models to respond to policy, regulatory agencies, and reimbursement and compliance standards.
14. **Identify** and develop strategies to enable occupational therapy/public health to respond to society's changing needs.

Description:
The purpose of this assignment is to increase your familiarity with a variety of community health promotion programs already in the literature and to identify the essential components of a community program description. This will allow you to generate ideas about community programs of interest to you and enhance your ability to write your own health promotion program.

1. Locate three health promotion programs of interest to you. These can be programs in your area of interest or reputable programs of interest to you. At least one of the programs should be from an out-of-class resource.
2. Name them in the table below and provide a copy or a link to each of them with the assignment.
3. Analyze and critique each of the three programs using the health promotion program analysis worksheet (attached).

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

Grant Funding Source Analysis  

Course Objective Addressed:
17. Develop an understanding of the process of locating and securing grants for program development and implementation.

Description:
Often, health professionals use grant funding to develop new community programs. The purpose of this assignment is to begin to develop your understanding of the process of locating and securing grants for program development and implementation by searching and reviewing existing requests for proposals.

1. Locate three potential funders of your proposed program using reputable Internet sources. Use key search terms based on your topic of interest to get you started. Example funding sources would include the Robert Wood Johnson Foundation, AARP Foundation, or the Michael J. Fox Foundation.
2. Name them in the table below and include a link to the request for proposals.
3. Analyze each of them according to the criteria in the following worksheet. After your analysis, rank the three potential funders based on your analysis for best fit with your proposed health promotion program.
Grading Rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Points</th>
<th>Your points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Realistic and feasible match to your own proposed program</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accurate analysis of funding sources</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rating of most applicable funding source</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thoroughness (clear and concise)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td></td>
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</table>

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

Mock Virtual Health Fair 10 points

Course Objectives Addressed:
7. Provide population-based occupational therapy or public health intervention that addresses occupational needs as identified by a community.
8. Advocate for changes in service delivery policies, effect changes in the system, and identify opportunities to address societal needs.
16. Describe and implement strategies to assist the consumer in gaining access to occupational therapy and other health and social services.

Description:
The purpose of the virtual mock health fair is for you to gain experience in providing health promotion interventions and actively participate in gaining health education information from other health professionals.

1. Based on the topic of your community program grant proposal, develop a health promotion intervention that can be conducted in a virtual environment. You are encouraged to be creative in your intervention and many types of intervention delivery methods will be accepted. Examples may include a video-recorded public service message or a voice-over PowerPoint. Synchronous sessions can be arranged for students who wish to use that presentation format (i.e. the class can simulate your desired client population.) Please contact the instructor if you have questions about the feasibility of your intervention.
2. Post your contribution to the virtual health fair on the appropriate discussion board by April 3.
3. Attend the mock health fair by reviewing and commenting on other health fair contributions.
Grading Rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Points</th>
<th>Your points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method of delivery is creative and appropriate for topic</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials are evidence-based and advance a lay person’s current knowledge of the topic</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional-quality materials</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance and participation at the health fair (“visiting” other’s contributions)</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td></td>
<td></td>
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</tbody>
</table>

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

Community Program Grant Proposal 30 points

Course objectives addressed:
1. Demonstrate knowledge of global social issues and prevailing health and welfare needs of populations with or at risk for disabilities and chronic health conditions.
4. Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g., cultural, personal, temporal, virtual) and environment.
5. Apply theoretical constructs to evaluation and intervention with various types of clients in a variety of practice contexts and environments, including population-based approaches, to analyze and effect meaningful outcomes.
6. Understand when and how to use the consultative process with groups, programs, organizations, or communities.
7. Provide population-based occupational therapy or public health intervention that addresses occupational needs as identified by a community.
8. Advocate for changes in service delivery policies, effect changes in the system, and identify opportunities to address societal needs.
9. Integrate national and international resources in education, research, practice, and policy development.
10. Demonstrate leadership skills in the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs and service delivery options and formulation and management of staffing for effective service provision.
11. Demonstrate the ability to design ongoing processes for quality improvement (e.g., outcome studies analysis) and develop program changes as needed to ensure quality of services and to direct administrative changes.
12. Demonstrate knowledge of and the ability to write program development plans for provision of occupational therapy and/or public health services to individuals and populations.
13. Identify and adapt existing models or develop new service provision models to respond to policy, regulatory agencies, and reimbursement and compliance standards.

14. Identify and develop strategies to enable occupational therapy/public health to respond to society's changing needs.

15. Discuss and justify the varied roles of the occupational therapist and public health professional as a practitioner, educator, researcher, policy developer, program developer, advocate, administrator, consultant, and entrepreneur.

16. Describe and implement strategies to assist the consumer in gaining access to occupational therapy and other health and social services.

17. Develop an understanding of the process of locating and securing grants for program development and implementation.

18. Explain methods of ensuring community health safety and preparedness.

**Description:**
The purpose of this assignment is for you to gain experience in community-based grant proposal writing by applying the steps of community program development learned in class to an actual grant proposal you can use in your current or future work setting. **Your topic must be approved by the course director prior to beginning this assignment.** You will determine a public health need within a community that would benefit from occupation-centered or public health intervention at the community- or population-level and develop a grant proposal for the program following the attached Request for Proposals (RFP).

**Peer Feedback on Draft Narrative of Proposal 10 points**

**Course Objectives Addressed:**
5. Apply theoretical constructs to evaluation and intervention with various types of clients in a variety of practice contexts and environments, including population-based approaches, to analyze and effect meaningful outcomes.

6. Understand when and how to use the consultative process with groups, programs, organizations, or communities.

10. Demonstrate leadership skills in the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs and service delivery options and formulation and management of staffing for effective service provision.

11. Demonstrate the ability to design ongoing processes for quality improvement (e.g., outcome studies analysis) and develop program changes as needed to ensure quality of services and to direct administrative changes.

12. Demonstrate knowledge of and the ability to write program development plans for provision of occupational therapy and/or public health services to individuals and populations.

13. Identify and adapt existing models or develop new service provision models to respond to policy, regulatory agencies, and reimbursement and compliance standards.

14. Identify and develop strategies to enable occupational therapy/public health to respond to society's changing needs.

17. Develop an understanding of the process of locating and securing grants for program development and implementation.

**Description:**
The purpose of this assignment is for you to gain additional exposure to the development of various health promotion programs, to serve as a peer advisor, and to enhance your ability to provide constructive feedback to others. Serving as a peer reviewer supports the growth and development of your own grant writing skills.

You will be assigned to review the narrative section of two proposals written by your peers in the class. All papers received for peer review should include all components of the narrative section **(sections A, B, and C through the evaluation plan)** in a clear and readable format, i.e. they should be in final draft form. The
instructor should be notified in the event a paper received is not complete. In the event that a paper is not in suitable form for peer review or submitted by the deadline, the author of the paper will receive a one letter grade deduction on the 10 points earned for this assignment for each day not complete/submitted.

You will be graded on your ability to provide constructive feedback (both strengths and areas for improvement) on the narrative, so your peer can use the comments to improve his/her own work. Use the reviewing/tracked changes feature of Word to provide your comments and edits. Your comments can be regarding either the content or the writing mechanics. If you comment on writing mechanics, you do not need to rewrite; rather comments such as “incomplete sentence” or “unclear thought” are sufficient.