**ACRED HEART UNIVERSITYwe relatecontributes to our Program'e examination of health and education policies and law, and we relate**

GRADUATE PROGRAM IN OCCUPATIONAL THERAPY

Health Policy and Law

Course syllabus

OT505

**Fall 2018**

Credit Hours: 2 Credits

Course Instructors: Mary-Ellen Johnson, OTD, MAHSM, OTR/L; Joan Sauvigne-Kirsch Ed.D., OTR/L

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Class Format: Course content will be provided through lectures, seminars, readings, and in-class activities.

Class Times: Wed 2-4, Section A Rm N350

Section B Rm S210

Combined Classes Rm S210

**COURSE DESCRIPTION**

This course examines national and state health and education policies, legislation and laws that affect occupational therapy practice. Access, quality, and cost factors (classification and reimbursement) are examined in relation to service delivery models in health and education with a particular emphasis on policy and legislation affecting populations with needs and conditions that fall within the domain of occupational therapy practice. Course delivery includes lecture, discussion, reading, web based resources, and classroom learning activities.

**RELATIONSHIP TO OCCUPATIONAL THERAPY PRACTICE AND AOTA’s VISION 2025-** *“Occupational Therapy maximized health, wellbeing, and quality of life of all people, populations, and communities through effective solutions that facilitate participation in everyday living,*”

<https://ajot.aota.org/article.aspx?articleid=2618318&resultClick=3&_ga=2.238281603.2085700628.1530556037-1464978303.1530556037>

This course content reflected occupational therapy practice and AOTA’s Centennial Vision which describes Occupational Therapy as: *“a powerful, widely recognized, science-driven, and evidence-based profession with a globally connected and diverse workforce meeting society’s occupational needs*,” (<http://aota.org/AboutAOTA/Centennial-Vision/CV.aspx)>

* ***Powerful.*** As future OT practitioners, you will assume leadership roles in health care, education, or emerging practice settings. This course will provide you with foundational specific knowledge of policy, laws and regulations; and the systems and processes that create the context for our work and the delivery of OT services
* ***Widely recognized.*** During this course you will be interacting with external stakeholders, your local legislators, and possibly national leaders, and you will be required to consider and articulate the role and value of Occupational Therapy.
* ***Science-driven and evidence-based.*** As a future entry level practitioner, you will be prepared to consider and understand ethics, values, and theories of Occupational Therapy; how to blend science-based knowledge with occupation-based practice; and use the best available research evidence, rooted within the context of policy, laws and regulations.
* ***Globally connected.*** As a student and a future OT practitioner, you will need to understand the global context as it influences the practice of occupational therapy. You will be interacting with international occupational therapy associations, and practitioners, around the world to examine systems, practice and research in other countries.

OT505 also reflect the AOTA Vision 2025 which builds upon the Centennial Vision and describes pillars or guideposts that further defines Occupational Therapist as being:

* ***Effective:*** As future OT practitioners, you will utilize evidence based, client center and cost-effective as both a matter of best practice and in upholding institution, state and national policies.
* ***Leaders:***  In assuming leadership roles, your knowledge and understanding of policies and laws will support your ability to influence changing policies, environments and complex systems of care.
* ***Collaborative:*** As a student and future occupational therapist, your knowledge of policies will enhance your working with clients, other professionals and systems to create effective outcomes.
* ***Accessible:*** Occupational therapists are leaders in providing culturally responsive and customized services that are mandated in healthcare, education and social support systems policy and law. In gaining understanding of the foundations of policy you will enhance your impact as a practitioner.

This course is a comprehensive introduction to systems where occupational therapists find their work, and provide care. The course content is rooted in the examination of health and education policies and law. The content contributes to our Program’s PRIDE Vision:

* ***Principled.*** During this course, you will be required to integrate new knowledge, skills, attitudes, values, and professional behaviors gained throughout the course and demonstrate the ability to interact with stakeholders and advocate in a professional and ethical manner. You will learn to **P**ractice in a safe, legal, and ethical manner through development of skills related to professional interactions with clients and their families and agents, and other professionals
* **ACRED HEART UNIVERSITYwe relatecontributes to our Program'e examination of health and education policies and law, and we relate*ACRED HEART UNIVERSITYwe relatecontributes to our Program'e examination of health and education policies and law, and we relate*ACRED HEART UNIVERSITYwe relatecontributes to our Program'e examination of health and education policies and law, and we relate*Responsive.*** During this course you will **D**emonstrate self-reflection by engaging in reflective and classroom learning activities that

facilitated self-knowledge. This process will assist in the development of the therapeutic self that can be present and responsive

within professional relationships

* ***Interprofessional.*** This course will introduce you to health care service both in the US and around the world. You will be required to integrate all new knowledge as applied to advocacy across a variety of disciplines (forming coalitions, alliances etc.), as we advocate for our profession and our clients.
* ***Dynamic.*** This course involves class activities that facilitate change through practice, feedback, and reflections
* ***Excellent:*** During this course you will **E**xhibit critical thinking, clinical reasoning, and competence in skills requisite for the intentional use of self in client interactions to further therapeutic aims

**RELATIONSHIP TO CURRICULUM DESIGN**

Our curriculum design is portrayed in the symbol of the tree of life. This tree reflects our beliefs about the complexity and dynamic nature of human learning. In this tree, the roots consist of the foundational knowledge students need to become an exemplary practitioner; the trunk symbolizes the process that supports the scaffolding of knowledge and critical thinking; and the branching of the tree and leaves symbolizes the skills, abilities, and professional behaviors of the entry level clinician graduating from our program. This process is not hierarchical, but a heterarchical one whereby learning occurs not in linear isolation, but in a dynamic environment which constantly creates a stream of knowledge to nurture the unique development and emergence of the professional. The tree’s branches circle back to its roots, demonstrating the continual process of learning and the integration of new information with the foundational roots as an occupational therapist grows throughout a lifetime of practice. The entire tree is set within a nutrient rich environment, the faculty and the university, that supports its growth. The symbol also reflects learning about context, and advocacy skill development, and how we as OT’s can develop the knowledge and skills to influence the contexts within which we practice.

**CONCEPTUAL MODEL FOR THIS COURSE**

Wilcock’s (1999) reflection on doing, being, and becoming states that our ***being***is the essence of who we are; ***becoming*** is a transformation process; and that ***doing*** is the process that simultaneously reflects who we are now and is the means for transformation. Policies and systems are complex. Understanding the nuances of policy making, laws and regulations; and how these policy ideas and processes relate to the practice of occupational therapy in changing environments, will be woven throughout the course, so that principles, applications and constructs can be applied in your professional growth and development. This course will offer you the opportunity of ‘doing’, as you gain a greater understanding of policy and systems, and will afford you the opportunity of skill development as you learn the process of influencing and prepare yourself for ‘becoming’ and excellent practitioner.

**FACULTY AND STUDENT EXPECTATIONS**

**Student Expectations of Faculty**

Attendance

* We will be present for each in-person class. If circumstance arise that may prevent this we will make other arrangements for alternate instruction.

Readiness for Teaching

* Readings and class learning activities, not listed on the topical outline, that need to be completed before class will be posted on BB at least 2 days before class, with the exception of additional material that we may discover within that time frame that will enhance your learning of a particular topic.
* Classes will start on time.

Assignments

* Assignments and rubrics will be posted at the beginning of this course under the Assignments button on BB
* We will grade your papers and have things back to you within two weeks of the assignment due date unless circumstances change, for instance, the due date is extended or individual assignments are late and information regarding the completed assignment cannot be communicated to the class until all assignments are completed

Professional behavior

* We will answer emails within 2 business days. If something is urgent we expect that you will communicate that and we will answer as soon as possible.
* If we have a concern about you or your work one of us will speak directly to you.

**Faculty Expectations of Students**

Attendance

* Regular attendance is required.
* You will be allowed one absence without penalty, provided that you have good cause for that absence and have communicated that with the instructor. Subsequent absences must be made up in some way, an additional assignment for example, or there may be a loss of points toward your final course grade.

Readiness for Learning

* You should be in class and ready to start on time
* You are expected to have completed assigned readings and learning activities prior to the class to which they pertain.
* It is impossible to attend to class and attend to your laptop/cellphone unless you are typing notes. This means that you will not be texting, instant messaging, or on social media sites or any other websites that do not pertain to class. It is understood that emergencies happen, and if you receive a text or call of that nature, then you should respond as necessary, but as an adult it is expected that you know what is or is not an emergency.

Responsibility for course material

* All material covered in class and posted on Blackboard is your responsibility even if you are absent.

Assignments

* Assignments must be turned in on time unless you have spoken with the instructor in advance of the due date and have come to an agreement about an alternate arrangement. Late assignments without prior communication and arrangement with will have 5 points on a scale of 100 points deducted for every day the assignment is late. Even with prior communication 5points on a scale of 100 points will begin to be deducted daily after 7 days without submission of an assignment.

Professional behavior

* Students are expected to demonstrate professional communication in all its forms, verbally, written, email, and other electronic communication. The use of email and electronic communication can lead to misunderstandings regarding *tone of voice* in joking or sarcasm. Please be aware of this and be clear in all your communication. All communication must demonstrate respect toward your peers and course instructor.
* Students are expected to follow the University and Program’s policies with regards to honesty and academic integrity as well as AOTA’s Code of Ethics <http://www.aota.org/-/media/Corporate/Files/Practice/Ethics/Code-of-Ethics.pdf>.
* The best way to resolve concerns and or problems is to speak directly with the person involved, be that another student or an instructor. If you need assistance in knowing how best to make your concerns or needs known before speaking with the person involved, your advisor is a good resource to assist you in this.

**TEACHING LEARNING METHODS**

This course will be taught through lectures, discussions, group and independent work, readings and projects, which require research and reflection. The readings are critically important, as participation in class discussion is an expectation. The course will take place once weekly, and all students should refer to Blackboard weekly for announcements and assignment updates.

**COURSE POLICIES**

**STUDENT BUDGET FOR COURSE SUPPLIES:** None required for this course

**INDIVIDUAL AND GROUP WORK:** This course demands both individual work and group work. All individual assignments and homework’s must be completed independently

**ACADEMIC INTEGRITY: refer to *Program Manual***

**ATTENDENCE: refer to *Program Manual***

**PROFESSIONAL BEHAVIORS: refer to *Program Manual***

## REQUIRED TEXTS AND READINGS - Additional readings will be posted on BB - Students are expected to have completed assigned readings prior to the class to which they are assigned. Students are expected to have the use of all required text books that may be accessed through Access Medicine, Sacred Heart University Library.

**PULLING IT ALL TOGETHER WITH LEARNING OBJECTIVES**

Each program in OT must meet the same Accreditation Council for Occupational Therapy Education **(**ACOTE) standards. How they are met varies from program to program. In each program, each standard must be addressed in at least two courses. The standards that are addressed in this course are listed below. To review each standard, please refer the AOTA website at [www.aota.org](http://www.aota.org)/…/accreditation/standards/2011

The course learning objectives are linked to the ACOTE standards as well as the program’s objectives, mission and vision, and the overall curricular design. The program’s objectives were developed based upon our PRIDE vision. The chart below shows the connection between the course learning objectives, the program objectives they are linked to, the ACOTE standards that are addressed in this course, as well as how we plan to meet and measure the learning objectives for this course. By the time you graduate from the program and in preparation for entry-level practice, you should meet the course objectives, program objectives, and ACOTE standards.

All course expectations are designed according to Bloom’s Taxonomy of Learning Domains. This course will facilitate students to perform within the cognitive processes dimensions of Remember, Understand, Apply, Analyze, and Evaluate, and the knowledge dimensions of Factual, Conceptual, and Procedural.

Refer to <http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/>

**COURSE OBJECTIVES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Objective** | **Program Objective** | **ACOTE standard** | **Learning Experiences** | **How will the Learning Objective be Measured?** |
| Students will be able to recognize, and analyze the social, political, and economic factors, that influence public policy and service delivery, across US health environments and educational contexts, and communicate this in a professional manner. | Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice.  Respond to unmet needs in underserved communities through leadership, advocacy, or service by developing an understanding of the health and education needs of the US population and communicating this to elected officials | B..6.1 Evaluate and address the various contexts of health care, education, community, political, and social systems as they related to the practice of occupational therapy.  B.6.2 Analyze the current policy issues and the social, economic, political, geographic and demographic factors that influence the various contexts for practice of occupational therapy.  B.6.3 Integrate current social, economic, political, geographic, and demographic factors to promote policy development and the provision of occupational therapy services  B.6.4 Articulate the role and responsibility of the practitioner to advocate for changes in service delivery policies, to effect changes in the system, and to identify opportunities in emerging practice areas.  B.7.1 Describe and discuss the impact of contextual factors on the management and delivery of occupational therapy services  B.7.2 Describe the systems and structures that create federal and state legislation and regulations and their implications and effects on practice.  B.9.2 Discuss and justify how the role of a professional is enhanced by knowledge of and involvement in international, national, state, and local occupational therapy associations and related professional  associations. | Readings  Seminar  In-class discussion  Discovery activities | Federal/State issues project  Advocacy Assignment |
| Students will be able to differentiate, evaluate and analyze societal trends that influence the practice of healthcare and occupational therapy in the US | Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice.  Engage in professional activities. | B.3.4 Analyze and discuss how occupational therapy history, occupational therapy theory, and the sociopolitical climate influence practice. B.6.2 Analyze the current policy issues and the social, economic, political, geographic and demographic factors that influence the various contexts for practice of occupational therapy.  B.6.5 Analyze the trends in models of service delivery, including, but not limited to, medical, educational, community, and social models, and their potential effect on the practice of occupational therapy  B.7.1 Describe and discuss the impact of contextual factors on the management and delivery of occupational therapy services |  | Exam  Federal/State issues project  Factors and Trends Over Time Timeline Presentation Assignment |
| Students will be able to recognize the political and social climate, and the influence of policy on occupational therapy practice internationally | Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice.  Engage in professional activities. | B.1.5 Demonstrate an understanding of the ethical and practical considerations that affect the health and wellness needs of those who are experiencing or are at risk for social injustice, occupational deprivation, and disparity in the receipt of services.  B.1.6 Demonstrate knowledge of global social issues and prevailing health and welfare needs of populations with or at risk for disabilities and chronic health conditions. | Readings  Seminar  In-class discussion  Discovery activities | Exam  Healthcare and OT around the World |
| Students will understand processes involved in the creation and implementation of legislation, and how OT’s can advocate and influence the processes | Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice. | B.7.2 Describe the systems and structures that create federal and state legislation and regulations and their implications and effects on practice.  B.9.2 Discuss and justify how the role of a professional is enhanced by knowledge of and involvement in international, national, state, and local occupational therapy associations and related professional  associations.  9.12 Describe and discuss strategies to assist the consumer in gaining access to occupational therapy services. | Readings  Seminar  In-class discussion  Guest Lecturer | Exam  Advocacy Assignment  Federal/State issues project |
| Students will demonstrate knowledge of/be able to integrate use of national and international resources, as they relate to OT practice, and be able to compare to US practice | Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice. | B.1.6 Demonstrate knowledge of global social issues and prevailing health and welfare needs of populations with or at risk for disabilities and chronic health conditions.  B.6.6 Utilize national and international resources in making assessment or intervention choices and appreciate the influence of international occupational therapy contributions to education, research, and practice.  B.9.2 Discuss and justify how the role of a professional is enhanced by knowledge of and involvement in international, national, state, and local occupational therapy associations and related professional  associations. | Readings  Seminar  In-class discussion  Discovery activities | Exam  Advocacy Assignment  Federal/State Issues Project  Healthcare and OT around the World |
| Students will integrate and demonstrate knowledge of various health and educational laws that influence reimbursement for occupational therapy service delivery in the US | Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice.  Practice in a safe, legal, and ethical manner. | B.7.4 Demonstrate knowledge of various reimbursement systems (e.g. federal, state, third party, private payer), appeals mechanisms, and documentation requirements that affect the practice of occupational therapy. | Readings  Seminar  In-class discussion  Discovery activities  Guest Lecturer | Exam  Federal/State issues project |

**DESCRIPTION OF ASSIGNMENTS AND GRADING**

|  |  |  |  |
| --- | --- | --- | --- |
| **DUE DATE** | **ASSIGNMENT** | **DESCRIPTION** | **PERCENT OF GRADE** |
| **10/10/18** | Healthcare and OT Around the World | You will prepare a poster presentation of Healthcare and Occupational Therapy around the world and the factors that impact the delivery of occupational therapy | 20 |
| **10/17/18** | Exam 1 | Multiple Choice- Week 1-7. IN CLASS | **25** |
| **12/5/18** | Final Federal/State Issue Project | This group project will require you to research a piece of assigned legislation that has the potential to affect OT practice. Your research will include the proposed legislation, its history, the rationale behind its proposal, other stakeholders’ positions, an analysis of effect on OT practice, what steps have been taken to address the proposed legislation by AOTA or a state OT organization, and your recommendations for further action. | **30** |
| **Final Exam Week**  **Date and time TBD** | Exam 2 | Multiple Choice - Weeks 8-13- non-cumulative. IN CLASS | **25** |

**Proper APA in-text citations and references required on all written work. Failure to properly cite could result in unintentional plagiarism. Please familiarize yourself with departmental and university academic integrity policies**

**Academic Integrity, Honesty, and Ethical Reasoning**

All courses follow the University’s Academic Integrity Policies as outlined in the Sacred Heart University Graduate Bulletin as well as the program’s policies which can be found in the Occupational Therapy Student Manual. Please refer to the *Occupational Therapy Program’s Student Manual* and *Sacred Heart University’s Graduate Bulletin* for policies and procedures regarding professional behaviors, academic policies and procedures, and academic integrity. Occupational Therapy Program students and faculty are expected to adhere to the policies outlined in these manuals. Additionally, all assignments unless otherwise specified, must adhere to the *Publication Manual of the American Psychological Association* (6th ed.)formatting and writing requirements*.* Please refer to the *APA Manual* for specific guidelines.