

**The University of Texas at Tyler**  
**Master of Occupational Therapy Program**  
**OCTH 5275 – Teaching, Learning, & Educational Leadership in Occupational Therapy**  
**Spring 2025**

**Course must be completed by 4/15/2025, self-paced course**

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\*prefer e-mail appointment request for on campus or phone appointments.

**Course Description:** Overview of higher education in the health sciences and responsibilities of the educator fulfilling professional missions of research, teaching and service in occupational therapy practice and education. Focus on Adult Learning Model.

Updated Course Description Spring 2024:

*This course will focus on metacognitive and collaborative learning of Senior MOT students. This course will embrace the flipped classroom model, encourage student led content on trends in the profession, and be a self paced course. This course will promote confidence skills in public speaking, advocacy skills in OT, workplace dynamics and leadership skill development, better understanding of state licensing and practice rules, and a deeper knowledge of leadership skills and implications for future practice in leadership or academic roles.*

Credits: 2

**Required Textbook:** Jacobs, K., & McCormack, G., Eds. (2019). *The Occupational Therapy Manager* (6th Ed.). Bethesda, MD: AOTA Press. ISBN: 9781569003909

**Resources and Materials Referenced in Course:**

Allan, Scott (2021). *Do the Hard Things First*. Scott Allan Publishing. ISBN: 9781989599839

Clear, James (2018). *Atomic Habits*. Penguin Random House, LLC. ISBN: 978-0-7352-1129-2

Connors, C. (2000). *Emotional Intelligence for the Modern Leader*. Rockridge Press. ISBN:978-1-64611-560-0

Howlett, J. *East Texas Entrepreneurship Center Highlights* University of Texas Tyler Soules College of Business

Murphy, E. C. (1996). *Leadership IQ*. John Wiley & Sons, Inc. ISBN:0-471-19327-5

Ruiz, Don M. (1997). *The Four Agreements*. Amber-Allen Publishing. ISBN: 978-1-878424-31-0

**2018 standards Course Objectives: Here are the ACOTE standards matched to this course:**

1. Enhance and develop professional oral and written communication skills.

*ACOTE Standard B.4.21*

2. Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference related to teaching and learning within the context of occupational therapy practice and academic settings. *ACOTE Standard B.2.1*
3. Demonstrate, evaluate, and utilize the principles of the teaching-learning process using educational methods and health literacy education approaches to design activities and materials suitable for use with specific persons, groups, or populations.

*ACOTE Standards B.2.1, B.4.21, B.6.3*

4. Locate, select, analyze, and evaluate scholarly literature on a selected topic, to provide evidence-based health-literacy activities and materials suitable for use with specific persons, groups, or populations. *ACOTE Standards B.6.1, B.6.3*
5. Create a poster suitable for presentation to professionals or consumers, on a selected topic related to health literacy aims. *ACOTE Standards B.6.1, B.6.3*

### **Connection to the MOT Curriculum**

#### **Essential Knowledge & Professional Skills**

#### **Learning Activities Required for Course Credit**

Select or create educational or training materials or experience for stakeholder

Discuss the importance and relevance of scholarly activities to the profession

Create evidence-based scholarly report for presentation or publication

Demonstrate an understanding of grants procurement to support research, how to advocate for budget and funds, increase knowledge of legislative updates and connection to OT

## **Grading**

|             |     |
|-------------|-----|
| Assignments | 50% |
| Quizzes     | 50% |

## **Specific Content Areas**

Principles of adult learning

Grant procurement process

Publication/presentation guidelines

APA format

Principles of health literacy

## **Grading Policies**

Written assignments are graded on content, style, clarity, conciseness, and comprehensiveness. Written assignments are expected to reflect the guidelines in the Publication Manual of the American Psychology Association (APA) 7<sup>th</sup> edition. Some of the required assignments in this course may be checked for plagiarism using Turnitin or other plagiarism software.

Class preparation: All students are expected to complete assigned readings and review online materials before taking quizzes and/or attending software.

Late assignments: Assignments are due on the date indicated in the syllabus. 10% deduction for each day per late assignment. For this course, there are no deadlines- all work should be completed by 4/1/2024.

## **Grading Scale**

A = 90-100% total points

B = 80-89% total points

C = 70-79% total points

D = 60-69% total points

F = less than 60% total points

## Assignments

PPT format:

Collective Vision of Professor and Students!

*Remember to provide at least two evidence based resources to each PPT. Your PPT should be 5-10 (prefer 10) slides but each slide should matter! Condense the information with at least 10 font, but provide highlights that you will remember for years to come. Make it count, connect to the words, make it yours.*

### 1-Types of Leadership and Effective Leadership-

a-types of leadership (example transformational, transactional etc.)

b-your leadership style,

c- study a leader (good or poor leader in the public eye, analyze the person, barriers to being successful in his/her role, your opinion of his/her leadership style and why it works/does not work well, can use books or films)

2-Interview a Leader or Employee- Choice: FAQ for Leader (reimbursements, the why behind the policies, biggest current challenges, main job duties, resources for OT transitioning from COTA) OR Survey 5+ Employees (sample size)- Create a Survey--> Identify Preferred Leadership Style of Employees

### 3-Advocacy-

a. Self-reflect: How would you advocate for non-traditional OT- how would you sell the value of OT to a hospital CEO? How solid is your elevator speech? How easily do you adapt the strength of the speech to your audience? How do you plan to build rapport/be engaging, story telling, charisma, confidence? Type out your Intro to OT 'pitch' and score yourself on your confidence with it.

b.How would you advocate for OT- current and projected barriers, solutions, what areas would you focus on and why, what areas of advocacy are needed in your opinion?

c. Who's Who? Who are your association leaders, state committees, legislators, get to know who to talk to if you want your voice to be heard.

d. What committee would you volunteer to create or lead? What journals/periodicals/news journals would you take the time to read to stay informed?

### 4- Workplace Dynamics and Emotional Intelligence-

a. What are common areas of conflict or challenge- identify conflict resolution strategies you would use

b. How to have difficult conversations regarding ethics, fair treatment, burnout

c. Triggers- what are your triggers that cause a reaction in the workplace? Know thyself in order to best know how to diffuse workplace conflict, how to best communicate, how to decrease the feeling of toxic work environment or peer relationships. Take an

emotional intelligence quiz, how did you score? How does your score broaden your awareness of yourself as a co-worker or employee?

d. What is emotional intelligence? How does this impact leadership or peer relations?

d. Transitioning to OT from COTA- what are your professional goals during this transition?

e. Roles of COTA and OT- how to work together, what are the differences, what are the clear lines between job duties, what does it mean to supervise a COTA and implications for protecting your license, what does your state laws and rules say about supervision, documentation and goal writing and who does what...

#### 5. -Social Media

a. Pros to social media in leadership

b. Cons to social media in leadership

c. Should leaders be on social media?

d. What forms of social media should leaders use or avoid?

#### 6-Debate Skills/ How to Confidently Speak with Impact

a. Pick a below topic that you may or may not personally agree with and create a PPT. You must research the stance to back up your position and practice your 'pitch' out loud or to a family member/classmate. Imagine you are in front of a podium and need to come across very confident and well educated and informed. Basically sell what you are speaking on with confidence and be prepared for a hypothetical 'rebuttal' from the opposing side. Rebuttal: What are some questions the opposing side may ask or facts they may state in order to win the debate? How can your prediction help you in your opening remarks?

Topic Choices- please select one and select if you are 'pro or con'

OT is more valuable in healthcare than PT

OT is not necessary in discharge planning

OT in Texas should be able to be labeled 'Qualified Mental Health Provider'

Your state practice act- Does it need improvements?

OTAs can be Entrepreneurs

OT in Hospice, Do we belong?

Telehealth and OT is best practice

Laissez-Faire Leadership is Ideal for Millennials

OT in Acute Care post UE Ortho Sx- Explaining to New Surgeons our Value

OT and Rehabilitation Frame of Reference- How did we get here and away from mental health?

OTAs should be phased out, agree or disagree?

OTAs can succeed academically in bridge programs as compared to a traditional MOT student

7- **Health Literacy**- What is health literacy? What is an area you would explore? How does it connect to OT? How would you lead an initiative?

8- **FAQ Licensure and Employment**- List your state's laws and rules, renewal expectations and requirements, what is fraudulent behavior, supervision of COTA and Aides, and examples of simple mistakes to avoid for license protection, benefits/cons of HPSO and having additional malpractice insurance, different types of employment and requirements (independent contractor, full time, PRN, business owner, partner in a business, consultant, CEU provider) and how to become an insurance provider/ NPI/ incorporated. What are some questions you have for your state regulating committee?

### **Date of Final Exam: No Exams**

**Date to withdraw without penalty:** Check academic calendar on UT Tyler website

**Attendance Policy:** This class is transitioned to online with one face to face meeting each January, program late policy will not apply to this course as this is a self-paced course open throughout the term.

### **UNIVERSITY POLICIES**

#### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

#### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php> **Links to an external site.**

#### **Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php> **Links to an external site.**

#### **UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes

(hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-freeLinks](http://www.uttyler.edu/tobacco-freeLinks) to an external site.

### **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware.

These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid.

### **State-Mandated Course Drop Policy**

1. "Cheating" includes, but is not limited to:
  - Copying from another student's test paper,
  - using, during a test, materials not authorized by the person giving the test;
  - failure to comply with instructions given by the person administering the test;
  - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically

- designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other assignment without authority;
  - discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit;
  - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
2. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
  3. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
  4. All written work that is submitted will be subject to review by plagiarism software.



- UT Tyler Writing Center (903-565-5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903-656-5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903-566-7254)

## ACOTE Standards

### Assessment Measures

1. Assignment
2. Lab Test
3. Objective Test
4. Essay Test
5. Project
6. Presentation
7. Demonstration
8. Alternative Assessment

| ACOTE<br>2018<br>Standard |   | Syllabus<br>Objective<br>Number | Assessment<br>Measure<br>Number |
|---------------------------|---|---------------------------------|---------------------------------|
| B.2.1.                    | Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.       | 2,3                             | 1,6                             |
| B.4.21.                   | Demonstrate, evaluate, and utilize the principles of the teaching-learning process using educational methods and health literacy education approaches: <ul style="list-style-type: none"> <li>• To design activities and clinical training for persons, groups, and populations.</li> </ul> | 1,3                             | 1,3,5                           |

- To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.

- Critique quantitative and qualitative research in order to analyze and evaluate scholarly activities, which contribute to the development of a body of knowledge. This includes the:

- o Level of evidence
- o Validity of research studies
- o Strength of the methodology
- o Relevance to the profession of occupational therapy.

B.6.1. • Locate, select, analyze, and evaluate scholarly literature to make evidence-based decisions. 4,5 3,5

- Participate in scholarly activities that align with current research priorities and advances knowledge translation, professional practice, service delivery, or professional issues (e.g., Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning).

This may include a literature review that requires analysis and synthesis of data. Systematic reviews that require analysis and synthesis of data meet the requirement for this Standard. A research project is not required for this Standard, and narrative reviews do not meet this Standard.

B.6.3. Demonstrate the skills necessary to write a scholarly report in a format for presentation or publication, which maybe made available to professional or public audiences. 3,4,5 1,5,7