**SYLLABUS FOR INDEPENDENT STUDY OR RESEARCH**

**Course Title: HSW 399 – Independent Study – Specialized Approaches in Occupational Therapy**

**Course Credits**: *3 credits*

**Instructor:** *Holly Schmies*

**Course Meeting Day and Time**: *As arranged between individual student and instructor*

**Course Description**: *Choose topic within health and wellness and work on independent project under supervision of HSW faculty.*

***Chosen Topic: Cognitive Stimulation Therapy in OT***

**Course Goals:**

* The student will conduct in-depth study/research on Cognitive Stimluation Therapy and craft a project of significant value to the field of study. The student will meet with the instructor regularly to discuss progress, revision, and reorganization.
* The specific research goals will be to understand the therapy, the theory(ies) behind this approach, and apply the therapy to a specified clinical setting.
* The primary goal of the course is to provide students with research exploration of a specific topic of interest to the individual student under the advisement of an instructor who will monitor and critique the student’s progress.

**Student Learning Outcomes:**

* Explain the concepts of Cognitive Stimluation Therapy (CST)
* Compare and contrast CST to other therapies common in the treatment plan for degenerative neurological diseases.
* Create a potential treatment plan incorporating CST into a clinical setting for occupational therapy.
* Effectively communicate information through oral or written presentation
* Uphold standards of ethical practice

**Course Requirements:**

* Annotative bibliography with notes – specifics to be discussed between student and instructor.
* A final written and oral presentation with visual aids and clinical application examples.
* The ability to answer challenging questions about CST and comparable therapies with the instructor using support of relevant research.

**Grading:** The purpose of this course is to help the student to become more of an expert in the topic of CST in the occupational therapy setting. Grades are based on the completion of the project and the criterion below.

|  |  |
| --- | --- |
| **Grade** | **Explanation** |
| A | Student displays strong command of the subject matter. Ability to apply the therapy to the clinical setting and thoroughly answer questions. Answers evident of knowledge of current research on CST. Presentations and projects go above and beyond the expected requirements. |
| B | Student displays good understanding of the subject matter. Presentations are accurate and comprehensive – yet not able to relate answers and information back to current research effectively. Project produced expected results without going above or beyond the basic requirements. |
| C | Student displays some understanding of the subject. Presentations and projects meet most but not all of the requirements. |

**Course Schedule: TBA with student and instructor**

*Variable, meetings between student and instructor will vary by project.*

|  |
| --- |
| **Time Commitment:** To be successful, you will have to work.  This begins by committing yourself to the process of learning. By university definition – a 3-credit course requires 3 hours of ‘seat’ time and 1-2 hours out of class for every credit. The math….3 hours for class + (3 credits x 1 hour) = 6 hours minimum for this class each week. Now, you may not need 6-9 hours each week to review the material and do your assignments. However, these are life skills you should be thinking about and practicing every day. So, you’re welcome that I am going to be giving you information on skills that you can apply every day (not like those algebra or physics lessons you wonder if you will ever use again 😊) but real-life skills! You will hopefully naturally put in time to this course as you work through the material. You are paying a lot for your education.  Make it a good investment.  **Course Schedule and Content:** The instructor reserves the right to make appropriate changes to the course schedule & course content at any time during the course. Often these changes are influenced by your feedback and experience and are designed to better target key skills and enhance your education. The course is scaffolded to keep students on track/target for completing the various learning activities & deliverables in a timely manner. While you can work ahead, you will find if you fall too far "behind" you run the risk of not completing the course. Additionally, there are structured group activities/experiences you need to be involved in & prepared for. In the workforce, we cannot let our teammates down, so make sure you connect with your teammates to complete assigned course work as required. |
|  |
| **Academic Honesty & Misconduct** -Academic honesty is a core principle of learning and scholarship. When you violate this principle, you cheat yourself of the confidence that comes from knowing you have mastered the targeted skills and knowledge. And bottom line – you can get kicked out of UWSP. When you cheat, plagiarize, or make false claims – you are not only hurting yourself but the integrity of the college, program and fellow learners.  -You came here to learn and better yourself – so do it – don’t use someone else’s work. Examples of academic misconduct that will be subject to disciplinary action: **Plagiarism** - presenting someone else's words, ideas, or data as your own work.  **Fabrication** - using invented information or the falsifying research or other findings.  **Cheating** - misleading others to believe you have mastered competencies or other learning outcomes that you have not mastered.  -Academic dishonesty and misconduct will be reported to the Dean of Students Office (DOS). As the instructor of the course, I will work with you to rectify the situation but will also work with the DOS to ensure it is fair and the appropriate disciplinary actions are sanctioned. You can find more specific information at the DOS website under Academic Concerns or in the Student Handbook.  **Links:**  DOS – Academic Concerns: <https://www.uwsp.edu/dos/Pages/stu-academic.aspx>  DOS – Student Handbook: <https://www.uwsp.edu/dos/Pages/handbook.aspx>  UWS Chapter 14: <https://www.uwsp.edu/dos/Documents/UWS%2014-1.pdf> |
| **My Intent**  It is my intent that students from all backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity you as a student bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity.  It is not my intent to offend anyone nor make anyone feel uncomfortable. If I do – please let me know. We are all learning together how to be more inclusive with our language, actions, and behaviors. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.  **Online & Classroom Civility**  The University expects you to be a responsible member of this learning community by being civil in our interactions with each other & ethical in our academic conduct.  As members of this class, we are members of a larger learning community where excellence is achieved through civility. Courtesy is reciprocated and extends beyond our local setting, whether in future employment, classes, or communities. Civility is not learned individually; it is practiced as a community.  Here are some of our expectations about civil conduct in class:   * I want you to feel comfortable by assuring we refer to each other the way you prefer. Thus, please share your preferred pronouns in discussions or with classmates, me, and your groups. If you have a particular Name or NICKNAME you prefer, please let me know or I will refer to the default name as listed in the course roster. * You will be working together in various discussions & collaborative workgroups (CWGs). Collaboration is necessary in a professionalism and leadership course. If/when you are working with classmates, you are expected to conduct yourselves with candor, kindness & respect. * UWSP values an inclusive, welcoming environment. Bias incidents undermine the Universities institutional values and are defined as "something a person does, says, or otherwise expresses that is motivated by bias related to another person's social identity. Please report or learn more about bias/hate incidents through the Dean of Students webpage.   **Course Content Statement:** Our classrooms (face to face or online) provide a space for the critical and civil exchange of ideas. Some topics will include images, readings, and other content that some students may find offensive or uncomfortable based on their context. A liberal arts education is designed to inform, confront, and challenge socially accepted norms so you examine your personal value systems and views in the world around you. We will do our best to forewarn students about potentially disturbing course content and ask all students to help to create an atmosphere of mutual respect and sensitivity. Finally, we ask that you make faculty aware, via email, of any content you find especially concerning. These will be addressed on an individual basis in a strictly confidential manner.  **UWSP Policies** Learners with questions regarding affirmative action, equal opportunity, harassment, or information about any other college policies may refer to the current UWSP Course Catalog or the Dean of Students Website ([www.uwsp.edu/dos](http://www.uwsp.edu/dos)). |
| **ADA Statement** In compliance with the Americans with Disabilities Act, students are encouraged to register with UWSP Disability & Assistive Technology Center (DATC) for assistance with accommodations. It is the student's responsibility to voluntarily and confidentially disclose information regarding the nature and extent of a disability. The college cannot assume responsibility for providing accommodations or services to students who have not identified themselves as having a qualifying disability. Please let me know if I can be assistance to you in contacting the DATC on campus. |