HU-TEACH Instructor Worksheet*

Instructions: Please complete this sheet to provide background information for your reviewers so that they can evaluate your redesigned course site in the appropriate context. Also, use this worksheet to ensure that you have included all of the information reviewers need to see in your syllabus.

Basic Course Information

1. Your Full Name: Lynda Hill, OTD, OTR/L
2. Department: Occupational Therapy
3. School/College: Nursing and Allied Health
4. Course Title and Number (e.g., ENGL 114 College Grammar): OCCG 513 Clinical Neuroscience Lecture/Lab
5. Course Access URL (e.g., http://www.blackboard.howard.edu): Clinical Neuroscience SP2013 (using the old course template to prepare for the HU-Teach program. The contents are to be copied into the SP2015 Clinical Neuroscience course once it is available in Blackboard.
6. Percentage of instruction online:
   - ☐ 30%
   - ☐ 60%
   - ☐ 100%
7. Did anyone collaborate with you on the design of this course? NO If so, please provide the name(s) and email address(es).
8. Is the course part of a sequence (e.g., BIOL 101 and 102)? NO If so, do all courses in the sequence use the same overall structure and technology?
9. Is this syllabus a standard syllabus developed by your program or department? If so, are you required to use it? Not a standard department syllabus, although a majority of the elements, such as course policies, Writing Matters statement, accommodations are standard requirements in all of our syllabi.

Course Tools, Policies, Requirements, Format

1. On which learning management system (e.g., Blackboard), if any, does your course reside? Blackboard
2. If none, what type of online platform is hosting your course (e.g., Facebook, PbWiki, or a personal website)? NA
3. If the course is not offered on Blackboard, please copy or link to the vendor’s statement certifying that the platform is accessible to students with disabilities. NA
4. Are you going to require students to complete a tutorial on the use of the platform prior to the beginning of the course? If so, include this information in the syllabus.
   Students are not required to complete a Blackboard tutorial since the course is in the second semester of the program and they will have used Blackboard extensively in the first semester; however, a link to Blackboard support for students is included in the Tools section.
in Blackboard and the instructor is available to assist with any issues that arise concerning
the use of the Blackboard platform.

5. Are you going to use tools and software other than, or in addition to, a learning management
system to deliver the course? No. If so, include them in the syllabus.

6. In your syllabus, state any institutional accessibility policies that apply to online instruction.
How do you plan to implement these policies in your course? Students with disabilities and/or
need for accommodations are required to obtain and provide documentation from the Office of
Special Services. It is their responsibility to inform the instructor of the specific accommodation
required. Once documentation is received by the instructor, the accommodation is provided as
stipulated in the documentation. Many times, the accommodation can be met through the use
of the technology available in Blackboard. A statement about special needs is included in the
syllabus under Course Policies.

7. Are there any other course or institutional policies with which your students must comply? All
institutional policies are noted in the syllabus. If so, include them in your syllabus.

*adapted from the Quality Matters “Instructor Worksheet—Sample” (© 2012 Maryland Online, Inc.) for use only at subscribing
institutions such as Howard University

8. Is prerequisite knowledge in the discipline or are other competencies required in the course?
Students must have successfully completed all courses in the first semester of the Occupational
Therapy Masters program curriculum in order to continue on to the Neuroscience and other
courses in the second semester curriculum. If so, include them in your syllabus.

9. Are there general or specific technical or computer skills required for students to succeed in the
course? A statement regarding general computer skills and technology requirements is
included in the syllabus. If so, include them in your syllabus.

10. Indicate the face-to-face or on-site components in your course (check ALL that apply):

   xExams
   xLabs
   xClinical observation or tasks
   xLectures
   xDiscussion
   xPresentations

   □ Orientation
   □ No face-to-face components

   xOther (please specify): Clinical competencies (2); case studies/problem based learning

Course Learning Objectives, Materials, Technologies
1. In your syllabus, list the course-level and/or module-level objectives for each unit of the course. 
   Note: It may not be possible to complete the course review if measurable learning objectives are not present.

2. What is the source of the learning objectives?
   - □ Created by the instructor
   - □ Mandated by the institution
   - xOther (please specify): ACOTE - Accrediting body for occupational therapy education is the over-riding source of the general learning objectives for the course. The individual learning objectives are developed by the instructor in support of the overall objectives.

3. Why are the learning objectives appropriate for the level of the course? The learning objectives are designed to incorporate the factual information about the nervous system and how it works with the functional impacts on client roles and activities to prepare occupational therapy students for the certification examination and future practice.

4. In your syllabus list the major instructional materials required in the course (e.g., textbook). Required and recommended texts are noted in the syllabus.

5. Why did you choose the instructional materials to achieve the course objectives? Comment on the currency of the materials and the variety of perspectives they represent. The required textbooks are the most current available that are written specifically for a therapy program (PT and OT) and present the material in a logical, straightforward manner at the appropriate level for a prospective therapist. Many neuroscience textbooks are written for medical students and contain more details than are required for a therapy program.

6. Does the course use technologies such as audio/visual components, hardware, software, subscriptions, or plug-ins? Technology resources used in the course are listed in the syllabus. If so, specify in your syllabus.

Course Interaction Components

1. Does the course include any real-time instructor/student interaction online or in the classroom? If so, briefly describe. This course meets twice weekly in person. Four lessons have been flipped to allow for higher level activities in the classroom; however, the amount of face to face class time is not changed. If online, is the real-time component optional or mandatory?

2. In what ways are students required to interact online with the instructor? Students are required to access and turn in assignments online in Blackboard. In the syllabus, there is a statement that students are encouraged to contact the instructor through emails outside of classtime and that they will receive a response within 24 hours during the week or 48 hours on the weekends.

3. Are students asked to introduce themselves to the class online? NO. If not, please explain why online introductions are not appropriate for your course. The students in this course are part of a cohort with a prescribed curriculum. Since Neuroscience is a second semester course, the students already know each other from their first semester classes.

4. Is online student-to-student interaction (e.g., on discussion boards or in group work) appropriate in this course? YES. The students will participate in online discussions and group
work to comment on readings and work together on case studies or assigned problems. If not, please explain.

5. Are any course instructions, activities, instructional materials, or feedback provided by individual emails, the gradebook, or by tools or platforms outside the primary online classroom? No – all information related to the course can be accessed through Blackboard. If so, explain what they are and how reviewers can access them.

Instructor Perspectives

1. Are you familiar with the Quality Matters (QM) Rubric? Yes. Have you had any training on the QM rubric (e.g., CA12 Assessing Online Courses workshop)? Yes. If so, did you design this course based on the rubric or modify it to meet QM standards? Yes.

2. On what particular aspects of this course would you like feedback from the reviewers? I am open to and welcome any feedback the reviewers have to offer on any aspect of the course. Since the flipped lessons are the newest areas for me, any advice or experiences the reviewers have had with implementation of a flipped classroom, both positive and negative, would be helpful for me to be successful and avoid any pitfalls.

3. Is there anything else you want to communicate to the reviewers about your course?

I am excited to design and implement the flipped classroom concept for the Neuroscience course. I believe that it has the potential to be a much more meaningful and interactive learning experience for the students. Your feedback is very important to help make this process a success and to help me become a better, more effective educator.