

Application for a New Course v10.1

Course ID	OCCT 639 Adult Evaluation, Assessment and Implementation with lab
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Hope Martin, OTR, PhD, CHT
2	Course Teacher	Kari Williams, OTR, MS
3	Course Title	Adult Evaluation, Assessment, and Implementation with lab
4	Course Abbreviation (if title is over 30 characters)	Adult Eval
5	College	College of Education and Human Services
6	Department	Occupational Therapy
7	Number of Credit Hours	4
8	Instructor Workload	
9	Catalog Description (50 words or less)	This course addresses screening and evaluation of adults and seniors with occupational dysfunction as a result of physical and/or cognitive impairments and disabilities. Assessments will be presented in the context of the theoretical approaches from which they stem. This course will enhance the student's competency to first detect the need for occupational therapy intervention, and next to select and apply the clinical and non-clinical approaches necessary to facilitate a client's occupational performance within his/her context. To achieve this objective, students will acquire knowledge, skills, competencies and professional behaviors through exposure to lectures, readings, evidence-based practice discussions, video recordings, lab practices and clinical practicals.
10	List any prerequisites (course/s, test scores, class standing, major, etc.)	Life Span Development; and OCCT 603 Foundations of OT
11	List any co-requisites	
12	How often will it be offered? Fall	
13	How often will it be offered? Spring	Spring
14	How often will it be offered? Summer	
15	How often will it be offered? Fall	
16	Frequency?	Every Year
17	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring 2015
18	Has this course been offered as a	No

	Special Topics course? Yes/No If "Yes," specify the Course ID and enrollment for each term it was taught.	
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II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course meets 10 standards of the Education Standards for the American Council for the Accreditation of OT Education (ACOTE). The student will: B.2.11. Analyze, synthesize, and apply models of occupational performance. B.3.1. Apply theories that underlie the practice of occupational therapy. B.3.2. Compare and contrast models of practice and frames of reference that are used in occupational therapy. B.3.3. Use theories, models of practice, and frames of reference to guide and inform evaluation and intervention. B.3.6. Discuss the process of theory development and its importance to occupational therapy. B.4.1. Use standardized and nonstandardized screening and assessment tools to determine the need for occupational therapy intervention. These tools include, but are not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the client, family, significant others, and community. B.4.2. Select appropriate assessment tools on the basis of client needs, contextual factors, and psychometric properties of tests. These must be culturally relevant, based on available evidence, and incorporate use of occupation in the assessment process. B.4.4. Evaluate client(s)' occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work,
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		play, rest, sleep, leisure, and social participation. Evaluation of occupational performance using standardized and nonstandardized assessment tools includes • The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments. • Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems). • Performance patterns (e.g., habits, routines, rituals, roles). • Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social). B.5.5. Provide training in self-care, self-management, health management and maintenance, home management, and community and work integration. B.5.12. Provide recommendations and training in techniques to enhance functional mobility, including physical transfers, wheelchair management and mobility devices.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	This course is part of the new Occupational Therapy program.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Graduate MSOT students
2	State the overarching course goal(s) in performance terms.	The students will articulate, apply and demonstrate understanding of Adult diagnoses and evaluation tools specific to this age group.

2. Competencies and Measurements

Competencies and Measurements:

Date	Topic	Assignment	Percent of Grade
Session 1	Course Introduction Assessing Context: Personal, Social and Cultural	Trombly Ch. 3 Assessing Context	

Session 2	Assessing Context, Cont. Clinical Reasoning	Trombly Ch. 36 Orthopedic Conditions Trombly Ch. 7 ROM, Strength and Endurance	
Session 3	Orthopedic Conditions	Trombly Ch. 39 RA, OA, and Fibromyalgia Cole Ch. 14 THEORY: BIOMECHANICAL FRAME OF REFERENCE	
Session 4	Orthopedic Conditions, Cont.	Trombly Ch. 45 Cancer THEORY, BIOMECHANICAL FRAME OF REFERENCE, CONT.	
Session 5	Cancer		
Session 6	NBCOT Model Quiz #1	Quiz #1 Trombly Ch. 40 Burn Injuries	10% (of the 60% total of the lecture portion of the class)
Session 7	Burns	Trombly Ch. 9 Sensation	
Session 8	Burns	Trombly Ch. 33 Stroke	
Session 9	Stroke	Trombly Ch. 6 Cognition Cole Ch. 19 THEORY: NEURODEVELOPMENTAL THERPY (NDT) AND MOTOR PLANNING AND LEARNING (This theory will be expanded upon in OCCT 635, Peditrics)	
Session 10	Stroke	Trombly Ch. 35 Neurodegenerative Diseases	
Session 11	Stroke – Guest Speakers; Stroke Triad		
Session 12	NBCOT Model Quiz #2	Quiz #2 Trombly Ch 35	10% (of the 60% total of the lecture portion of the class) After this quiz we are at 20% of your grade for the lecture portion.
Session 13	Neurodegenerative Diseases		
Session 14	Neurosurgery		
Session 15	Guest Speaker – Cervical Radiculopathy post Cervical Spine Surgery		
Session 16	Midterm	Midterm	15%(of the 60% total of the lecture portion of the class We are at 35% of total lecture grade after this test

Session 17	ERSD and UTI	Trombly Ch. 41 Amputations and Prosthetics Theory: Cole Ch. 10	
Session 18	Neuropathy, PVD (Peripheral Vascular Disease), and Amputations	Trombly Ch. 10 THEORY: Cole Ch. 7, MODEL OF HUMAN OCCUPATION (MOHO)	
Session 19	Motor Planning Diseases: Parkinsons; ALS	Trombly Ch. 8 THEORY: Cole Ch. 7,, MOHO Cont.	
Session 20	Assessing Abilities and Capacities: Motor Planning		
Session 21	CONTINUATION CLASS...CATHC UP, REINFORCE, BREATHE		
Session 22	Quiz #3 (Combined with Lab quiz)	Quiz # 3 Trombly Ch. 38	10% We are at 45% of your total lecture grade after this test
Session 23	Spinal Cord	THEORY: Cole Ch. 8 OCCUPATIONAL ADAPTATION (OA)	
Session 24	Spinal Cord		
Session 25	Assessing Environment: Home		
Session 26	Environment: Community		
Session 27	Environment: Workplace		
Session 28	NBCOT Quiz Review for lecture compenet of Class	Quiz #3 Trombly Ch. 41	
Session 29	Therapeutic Rapport		
Session 30	Lab Combined Case Random Selction Case study Final		25% (15% of this grade is for the lecture portion of the class getting you to 60%) The other 10% is part of your lab grade

Session 1	General Assessments; intro to lab, syllabus review. Intro to goniometry	Pedretti ch. 20, 21	
Session 2	Assessing ROM	Pedretti ch. 22	
Session 3	Assessing Strength	Review Pedretti ch. 20- 22 for quiz	
Session 4	Practical Quiz	Read Pedretti ch. 33	ROM/MMT demonstration quiz-10%

		Gutman & Schonfeld p. 118-126 and 132-137	
Session 5	Stroke Assessments and treatment: tone, motor and movement assessment	Read G & S sections 1 and 3	
Session 6	Stroke: Assessing cognition and perception	Read/Watch Jan Davis series	
Session 7	Jan Davis: Scapular mobilizations, trunk control, facilitation techniques		
Session 8	Jan Davis: Transfers, positioning	Read Pedretti Ch. 43	
Session 9	Prosthetics: Field Trip	Read Pedretti ch. 10 Pedretti ch 11 section 1 and pgs. 253-264	
Session 10	ADL assessments; self care, transfers	Review Trombly p. 184-191 for home assessment.	
Session 11	ADL assessments/home evaluations; field trip	Complete home assessment –turn in at next lab (session 12)	Home assessment: 10%
Session 12	Practical Quiz: Transfers, ADL's and patient handling techniques.	Read Pedretti Ch. 9 for fieldwork site preparation!	Practical Quiz -10%
Session 13	NO LABS-FIELDWORK 1	Read Pedretti ch. 11 section 2 and 3	
Session 14	Community Mobility; Field Trip	Review for final	
Session 15	Lab Review	Review for final	
Session 16-Final Date TBA	Practical Final Examination combining theory and practice		Final Exam-25% combination grade (see below)

3. Text and Resources

Radomski, M. and Trombly Latham, C. *Occupational Therapy for Physical Dysfunction*, 7th ed. (2014) Baltimore, MD: Lippincott, Williams & Wilkins

Cole, M. and Tufano, R. *Applied Theories in Occupational Therapy: A Practical Approach / Ed.* (2008) Thorofare, NJ: Slack Incorporated

Cohn, E.S. and Scaffa, B.A. *Willard and Spackman's Occupational Therapy, 12th ed.* (2013). Philadelphia, PA: Lippincott and Wilkins.

Pendleton, H. & Schultz-Krohn, W. *Pedretti's Occupational Therapy: Practice Skills for Physical Dysfunction 7th ed.* (2013). St. Louis, MO: Elsevier Mosby Publishers

Gutman, S. & Scholfeld, A. *Screening Adult Neurologic Populations 2nd ed.* (2009). Bethesda, MD: American Occupational Therapy Association, Inc.

Davis, J. *Stroke Help Teaching Independence: A Therapeutic Approach to Stroke Rehabilitation Student Ed.* (2009) Bethesda, MD: American Occupational Therapy Association, Inc

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name _____

Primary Department

Department Chair

Dean of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Dean of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Dean of the College

Date

Date

Adult Evaluation, Assessment and Implementation with Lab Syllabus



College of Education and Human Services

Department of Occupational Therapy

OCCT 639 Adult Evaluation, Assessment and
Implementation with lab

General Course Information

Mission Statements

University Mission Statement: The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world.

College of Education & Human Services Mission Statement: To equip students for global ministry through exemplary practice and service in education and human services.

Department of Master of Science in Occupational Therapy Mission Statement: To prepare occupational therapy students to think and act critically, missionally, and globally in Christian service and leadership throughout their respective communities.

Credit Hours: 4

Instructor and Contact Information

Lecture: Kari Williams, OTR, MS

Lab:

Class time and location:

Lecture:

Mondays/Wednesdays 1:30-3:00pm

Lab: Tuesdays/Thursdays 4:00-6:00pm

½ of students Tuesday

½ of students Thursday

About the Students

OCCT 639 is a graduate course in Master of Science in Occupational Therapy degree

Prerequisites

Pre-requisite: Life Span Development and OCCT 603 Foundations of OT

Course Content

Course Description

This course addresses the theories and diagnoses involved for patients with physical dysfunction. This course also addresses the role of the occupational therapist in guiding the restoration of function to patients with physical disabilities. The subject matter discussed in this course relies heavily on the basic and medical science courses as pre-requisites.

Relationship to Curriculum Design

OCCT 639 provides the student with knowledge regarding identification, evaluation and intervention using the occupational therapy process for restoration of function for patients with physical disabilities. This course is one of 4 courses (other courses: OCCT 635; OCCT 651; and OCCT 661) that addresses the theories utilized to evaluate and implement occupational therapy treatment.

This course is offered in concurrence with OCCT 631 Neuroscience; OCCT 641 Health Conditions Seminar; and OCCT 690 Physical Disabilities Fieldwork in order to **reinforce particular diagnoses and occupational theories that apply the adult population.**

Course Objectives

ACOTE	SLO's
B.2.11.	Analyze, synthesize, and apply models of occupational performance.
B.3.1.	Apply theories that underlie the practice of occupational therapy.
B.3.2.	Compare and contrast models of practice and frames of reference that are used for occupational therapy.
B.3.3.	Students will use theories, models of practice, and frames of reference to guide and inform evaluation and intervention
B.3.6.	Discuss the process of theory development and its importance to occupational therapy.
B.4.1	Students will use standardized and non-standardized screening and assessment tools to determine the need for occupational therapy intervention. These tools include, but are not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the client, family, significant others, and community.
B.4.2	Students will select appropriate assessment tools on the basis of client needs, contextual factors, and psychometric properties of tests. These must be culturally relevant, based on available evidence, and incorporate use of occupation in the assessment process.
B.4.4	Students will evaluate client(s)' occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation. Evaluation of occupational performance using standardized and non-standardized assessment tools includes • The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments. • Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems). • Performance patterns (e.g., habits, routines, rituals, roles). • Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).
B.5.5	Students will provide training in self-care, self-management, health management and maintenance, home management, and community and work integration.
B.5.12	Students will provide recommendations and training in techniques to enhance functional mobility, including physical transfers, wheelchair management and mobility devices.

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Teaching/Learning Methods

Special Requirements

- You may access the Margaret and Herman Brown Library and its resources through the following link: <http://guides.acu.edu/ot>

Required Texts:

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Lab:

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Supporting Course Documents:

Competencies and Measurements:

Course Schedule

** Please note: This schedule is tentative and is subject to change

Date	Topic	Assignment	Percent of Grade
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	Cultural		
Session 2	Assessing Context, Cont. Clinical Reasoning	Trombly Ch. 36 Orthopedic Conditions Trombly Ch. 7 ROM, Strength and Endurance	
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Session 13	Neurodegenerative Diseases		
Session 14	Neurosurgery		
Session 15	Guest Speaker – Cervical Radiculopathy post Cervical Spine		

	Surgery		
Session 16	Midterm	Midterm	125% (of the 60% total of the lecture portion of the class We are at 35% of total lecture grade after this test
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Session 30	Lab Combined Case Random Selction Case study Final		25% (15% of this grade is for the lecture portion of the class getting you to 60%) The other 10% is part of your lab grade

Lab Schedule:

Session 1	General Assessments; intro to lab, syllabus review. Intro to	Pedretti ch. 20, 21	
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	goniometry		
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Session 7	Jan Davis: Scapular mobilizations, trunk control, facilitation techniques		
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Session 12	Practical Quiz: Transfers, ADL's and patient handling techniques.	Read Pedretti Ch. 9 for fieldwork site preparation!	Practical Quiz -10%
Session 13	NO LABS-FIELDWORK 1	Read Pedretti ch. 11 section 2 and 3	
Session 14	Community Mobility; Field Trip	Review for final	
Session 15	Lab Review	Review for final	
Session 16-Final Date TBA	Practical Final Examination combining theory and practice		Final Exam-25% combination grade (see below)

Comment [WS1]: Check your percentages. I know I'm confused with your grading.

Grade Criteria

The classroom portion of this class equals 60% of your final grade; The lab portion of this class equals 40% of your final grade. The final exam is a combination grade of lab and lecture (10% lab/ 15% lecture).

Grade	Percent	Point Range
A	90-100	900 -1000
B	89-80	800 -899
C	79-70	700 -799
D	69-60	600 -699
F	59-50	500 -599

Course Policies

ADA Compliance: The ACU Student Disability Services Office (a part of Alpha Academic Services) facilitates disability accommodations in cooperation with instructors. In order to be eligible for accommodations, you must be registered with Disability Services and a separate request must be made for each class in which accommodations are needed. Call extension 2667 for an appointment with the Director of Disability Services.

Attendance: As stated in the ACU Course Catalogue, class attendance is expected. Attendance is imperative for development of understanding and meeting course objectives; therefore, attendance will be recorded. Zeros will be recorded for any quiz, exam or assignment due during or completed in class when a student is absent (only exception: see University Sponsored Events). A student who notifies the instructor when he/she is ill or foresees an absence (NOT University sanctioned) is not excused from the class without appropriate documentation (i.e. physician documentation).

UNIVERSITY SPONSORED ABSENCES: It is the student's responsibility to:

1. Arrange to take tests, labs etc. more than 48 hours PRIOR TO THE UNIVERSITY SPONSORED ABSENCE.
2. CHECK before returning to class to determine if an in-class assignment was assigned during University sponsored absence.

Attire and Professionalism: At all class meetings, attire should be comfortable, but in good taste and reflecting professional demeanor. Hats/caps, for males or females, are not to be worn during any test, quiz or other evaluation period.

Academic Integrity: University Policy for Academic Integrity and Honesty

1. Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research.
2. See Academic Integrity and Honesty Policy for details of what constitutes academic dishonesty and resultant disciplinary actions. www.acu.edu/campusoffices/provost

Cell Phones, Calculators and other Electronic Devices:

1. Unless being utilized for academic purposes as instructed by the professor, to prevent disruption of classes, all cell phones must be turned to the OFF or vibrate (w/out sound) setting and put away during class time. No cell phone is to be answered inside the classroom or in close proximity to the classroom door – be courteous with usage just outside the class.
2. With the possibility that sensitive information can be accessed, students are not to leave their phones in sight during examinations. Likewise, students are cautioned that inappropriate use of a cell phone outside of the classroom shall be construed as cheating and result in associated penalties.

Sexual Harassment:

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Therefore it is the purpose of this policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth look at the university's anti-harassment policy, full definition of harassment, and procedure for reporting, visit:

| [www.acu.edu/campusoffices/studentlife/judicial/For Students/Harassment_Policy](http://www.acu.edu/campusoffices/studentlife/judicial/For_Students/Harassment_Policy)