

Application for a New Course v10.1

Course ID	OCCT 641 Health Conditions Seminar
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Hope Martin, OTR, PhD, CHT
2	Course Teacher	Hope Martin, OTR, PhD, CHT
3	Course Title	Health Conditions Seminar
4	Course Abbreviation (if title is over 30 characters)	Health Conditions Seminar
5	College	College of Education and Human Services
6	Department	Occupational Therapy
7	Number of Credit Hours	2
8	Instructor Workload	
9	Catalog Description (50 words or less)	The purpose of this course is to provide students with the opportunity to hear various physician specialists provide information about prevalent diseases and injuries in the population at large. This course is also designed to expose students to various communication styles among physicians in order to learn the "medical language" needed to communicate effectively with healthcare individuals, patients and their families.
10	List any prerequisites (course/s, test scores, class standing, major, etc.)	Life Span Development
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 Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	No

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course meets 2 standards of the Education Standards for the American Council for the Accreditation of OT Education (ACOTE). The student will: B.2.6. Students will analyze the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual. B.5.18. Students will demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, family and significant others, and communities to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion, and safety.
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 teaching method for this class will be seminars provided by physicians on various topics that will reflect topics learned in OCCT639. The learning will focus on: 1) Medical model of specific disease and condition manifestation; 2) Content Delivery/ Communication styles of various physicians

2. Competencies and Measurements

Competencies and Measurements:

ACOTE	SLO's	NBCOT	Assignment
B.2.6	Students will analyze the effects of heritable diseases, genetic		Mid term: Using table 2.1 in Trombly,

	conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual.		choose one disease covered in class and use the clinical reasoning process in the table to fill in: 1) what the therapist Does 2) What the therapist Thinks
B.5.18.	Students will demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, family and significant others, and communities to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion, and safety.		Short Guided Reflection papers on 10 seminar lectures focusing on: 1) Model of disease content delivery 2) Communication of particular disease content

3. Text and Resources

The text provided for OCCT 639; Occupational Therapy for Physical Dysfunction, by Radomski and Trombly, will provide disease specific information to supplement the physicians' seminar.

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

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

Health Conditions Seminar Syllabus



College of Education and Human Services

Department of Occupational Therapy

OCCT 641 Health Conditions Seminar

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 (2)

Instructor and Contact Information

Physician Speaker Coordinator: Hope Martin, OTR, PhD, CHT
Hardin Administration Building Suite 204
(325) 674-2756

Class time and location

Mondays 6:00pm- 8:00pm
Hardin Administration Building Classroom 317

About the Students

OCCT 641 is a graduate course in Master of Science in Occupational Therapy degree

Prerequisites

Life Span Development (pre-requisite)

Course Content

Course Description

The purpose of this course is to provide students with the opportunity to hear various physician specialists provide information about prevalent diseases and injuries in the population at large. This course is also designed to expose students to various communication styles among physicians in order to learn the “medical language” needed to communicate effectively with healthcare individuals, patients and their families.

Course Objectives

ACOTE	SLO's
B.2.6	Students will analyze the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual.
B.5.18.	Students will demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, family and significant others, and communities to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion, and safety.

Teaching/Learning Methods

The teaching method for this class will be seminars provided by physicians on various topics that will reflect topics learned in OCCT 639.

The learning will focus on: 1) Medical model of specific disease and condition manifestation; 2) Content Delivery/ Communication styles of various physicians

Supporting Course Documents:

The text provided for OCCT 639; Occupational Therapy for Physical Dysfunction, by Radomski and Trombly, will provide disease specific information to supplement the physicians' seminar.

No Required Texts for OCCT 641 Health Conditions Seminar

Competencies and Measurements:

ACOTE	SLO's	NBCOT	Assignment
B.2.6	Students will analyze the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual.		Mid term: Using table 2.1 in Trombly, choose one disease covered in class and use the clinical reasoning process in the table to fill in: 1) what the therapist Does 2) What the therapist Thinks
B.5.18.	Students will demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, family and significant others, and communities to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion, and safety.		Short Guided Reflection papers on 10 seminar lectures focusing on: 1) Model of disease content delivery 2) Communication of particular disease content

Assignments

There are 9 guided reflection papers required for this class. Five of the topics are "must do" topics and must be completed by every student. Four of the other topics can be completed on any of the "may do" topics identified in the syllabus. See below.

Course Schedule

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

Date	Topic	Assignment	Percent of Grade
Session 1	DJD and OA Hip and Knee Replacement	1) Must Do reflection paper. The Questions regarding the reflection will be provided at the end of the physician presentation	15%
Session 2	Autoimmune RA, Lupus, Gout	May do Use Reflection paper template	10% for 4 "May do's"
Session 3	Cancer Oncology	May do Use Reflection paper template	
Session 4	Diabetes H and H	2) Must Do reflection paper. The Questions regarding the reflection will be provided at the end of the physician presentation	15%
Session 5	Cardiology HTN CAD CHF Pacemakers	May do Use Reflection paper template	
Session 6	Stroke	3) Must Do reflection paper. The Questions regarding the reflection will be provided at the end of the physician presentation	15%
Session 7	Neurosurgery	May do Use Reflection paper template	
Session 8	Mid term	Mid term	Mid term 15%
Session 9	Spring Break		
Session 10	ERSD UTI	May do Use Reflection paper template	
Session 11	PVD, Neuropathy, Amputations	4) Must Do reflection paper. The Questions regarding the reflection will be	15%

		provided at the end of the physician presentation	
Session 12	Cervical Myopathy Lumbar Radiculopathy Laminectomy	May do Use Reflection paper template	
Session 13	Spinal Cord	5) Must Do reflection paper. The Questions regarding the reflection will be provided at the end of the physician presentation	15%
Session 14	Fieldwork	Fieldwork	Fieldwork no grade
Session 15	Review Spinal Cord		
Session 16	Discussion/ Overview		

Comment [WS1]: What percentage? I'm just trying to get you to go over 100%.

Grade Criteria

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. 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)