

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	OCCT 655
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Kari Williams, OTR, MS
2	Course Teacher	Kari Williams, OTR, MS
3	Course Title	Mental Health, Wellness and Participation, Fieldwork Level 1 and Documentation
4	Course Abbreviation (if title is over 30 characters)	Mental Health Fieldwork
5	College	Education and Human Services
6	Department	Occupational Therapy
7	Number of Credit Hours	2
8	Is the course Fixed Credit or Variable Credit?	F
9	Is the course repeatable?	Yes
10	Maximum number of times course may be repeated	1
11	Maximum number of hours credit	2
12	Explanation for variable credit	
13a	Course contact hours - LEC	1
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	1
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	4
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	25
17	Catalog Description (50 words or less)	This course will afford students the opportunity for hands-on assessment, evaluation, treatment planning and client intervention. The goal of Level 1 fieldwork per ACOTE standards is, "To introduce the student to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of

		clients".
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	OCCT 617, OCCT 603, OCCT 601, OCCT 607, OCCT 690, OCCT 637, OCCT 639
19	List any co-requisites	
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22a	How often will it be offered? Fall	
22b	How often will it be offered? Spring	
22c	How often will it be offered? Summer	1
23	Frequency? All, odd, or even years?	All years
24	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>	Summer, 2015
25	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
26	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes
27	Should the addition of this course be retroactively applied to the degree plan it supports? Yes/no and explain	
28	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. (Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, courses may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i>	No
29	List any courses in which content overlaps the proposed course. (Course ID and Name)	OCCT 690 - Physical Disabilities Fieldwork Level I and Documentation

	Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.	
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II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course meets Standards C.1.8, C.1.9 and C.1.10 of the Education Standards for the American Council for the Accreditation of OT Education (ACOTE). C.1.8 - Level I fieldwork is integral to the curriculum design and include experiences and designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. C.1.9 - Ensure that qualified personnel supervise Level I fieldwork. Examples may include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists. C.1.10 - Document all Level I fieldwork experiences that are provided to students, including mechanisms for formal evaluation of student performance. Ensure that Level I fieldwork is not substituted for any part of Level II Fieldwork.
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.	This course is designed to afford students the opportunity for hands-on assessment, evaluation, treatment planning and client intervention. The goal of Level 1 fieldwork per ACOTE standards is, "To introduce the student to the fieldwork experience, to apply knowledge to practice, and to develop

		understanding of the needs of clients". This course is designed to enrich the didactic experience and learning in OCCT 651 and OCCT 670, which are also taught during the summer term (C.1.8). Specific fieldsites including hospitals, outpatient clinics, homeless shelters, work readiness programs, summer/day camps, counseling services, MHMR services and community based programs that serve persons who are at risk of decreased occupational performance or occupational deprivation due to mental health conditions or other psychosocial, environmental, familial, or socioeconomic deprivation. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of an occupational therapist or other qualified professional (C.1.9). The student is required to complete 40 hours of onsite supervised time at their fieldsite. These hours and any additional hours cannot be substituted for any portion of the students Level II fieldwork, which will occur in subsequent terms. (C. 1.10). This course will also have an on-campus seminar to reinforce documentation practices learned in previous semester in OCCT 690 as well as service delivery models and non-traditional/ community based settings, current trends in emerging practice areas, relevant community and national advocacy issues that affect participation and wellness, intra- and inter-disciplinary
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		team relationships, referral to specialists, and relevant ethical issues. The concept of therapeutic use of self and other theoretical constructs will also be reinforced and further explored and related to didactic courses being taught concurrently; specifically including the therapeutic use of self in a group setting. (C.1.8).
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2. Competencies and Measurements

ACOTE	SLO's	NBCOT	Assignment
B.5.20	Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner.		Midterm Project-100 pts. (10%)
B.2.9	Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g., cultural, personal, temporal, virtual) and environment		
B.2.10	Use clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed.	010201 030201 030301	Case Study from fieldwork-150 pts. (15%) See Rubric Document A
B.4.10	Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and	040202 040206	SOAP Notes (Subjective, Objective, Assessment, Plan) (20 pts. Each) 100 pts. (10%) See Rubric Document B

	reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services.		
B.2.2	Explain the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors.	030307 030214 030115 020203 010203 010105	Reflection Journal (15%)-150pts. See Rubric Document C
C.1.8	Level I fieldwork is integral to the curriculum design and include experiences and designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.		
B.5.7	Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.	010106 020103 020201 020202	Fieldwork Practicum Evaluation-500 pts. (50%) See Rubric Document D
B.5.20	Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner.		
B.5.21	Effectively communicate and work interprofessionally with those who provide services to individuals, organizations, and/or populations in order to		

	clarify each member's responsibility in executing an intervention plan. (Introduce) Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice.		
B.2.8	Document all Level I fieldwork experiences that are provided to students, including mechanisms for formal evaluation of student performance.		
C.1.10	Analyze, synthesize, and apply models of occupational performance.		
B.2.11	Apply theories that underlie the practice of occupational therapy.		
B.3.1			

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

Required Texts and Readings:

Taylor, R. (2008). *The Intentional Relationship. Occupational Therapy and Use of Self*. F.A. Davis: Chicago, IL.

Gateley, C. & Borcharding, S. (2012). *Documentation Manual for Occupational Therapy*. SLACK, Inc: Thorofare, NJ

Jacobs, K. & Simon, L. (2015). *Quick Reference Dictionary for Occupational Therapy*, 6th Ed. SLACK, Inc: Thorofare, NJ

Scaffa, M. & Reitz, S. (2014). *Occupational Therapy in Community-Based Practice Settings*, 2nd Ed. F.A. Davis: Chicago, IL.

Required Media Viewing:

Trauma and Trauma Informed Care. <http://www.trainingforums.org/lms/course/index.php>

Vicarious Trauma. <https://www.youtube.com/watch?v=wVDSdta0mbM>

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

VI. Actions *Place all actions on one page.*

Course ID: OCCT 655

Course Title: Mental Health, Wellness and Participation Fieldwork Level 1 and Documentation

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ____ Denied ____
College Dean or Director Date

Approved ____ Denied ____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ____ Denied ____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ____ Denied ____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ____ Denied ____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ____ Denied ____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ____ Denied ____
Provost Date

7. President of the University: (for all courses)

Approved ____ Denied ____
President Date

Attach notes, comments, or conditions from appropriate councils:

ACU Syllabus Checklist

Revised on July 15, 2014 based on ACU New Course Application v10.5.

Course Title and Number

OCCT 655: Mental Heal

Reviewer

David Christianson

Developer

Hope Martin / Kari Willie

About the course

- ☒ Course number and title
- ☒ Credit hours
- ☒ Semester and year
- ☒ Meeting time and place
- ☐ Prerequisites/co-requisites

About the instructor(s)

- ☒ Name and title or rank
- ☒ Office location
- ☒ Phone numbers
- ☒ Email address
- ☒ Office hours/contact expectations

Mission statements

- ☒ ACU mission statement
- ☒ College mission statement
- ☒ Department mission statement
- ☐ Personal mission statement (optional)

Unique Christian Perspective

- ☒ Description of how learning and Christian faith are integrated in the course

Course Content

- ☒ Catalog description
- ☒ Intended audience
- ☒ Outline of topics

Teaching/Learning Methods and Format of Class Sessions

- ☒ Description of the types of activities students should expect in the course

Materials

- ☒ Required and optional materials, including textbooks, etc.

Learning Objectives/Competencies

- ☒ Specific competencies stated in measurable terms
- ☒ Assignments or instruments that will be used to assess the competencies.

Assessment/Grading Criteria

- ☒ Complete and accurate details of factors and elements that will comprise the final grade
- ☒ Weight or point value of all graded elements
- ☒ Grading scale with clear expectations for grades
- ☐ Extra credit opportunities (optional)

University Policies

- ☒ Special needs policy -ADA
- ☒ Academic integrity policy (recommended)
- ☐ Title IX policy (recommended)

Course Policies

Expectations and consequences regarding:

- ☒ Participation
- ☒ Attendance and tardiness
- ☐ Course specific academic integrity policy (optional)

Calendar

(Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.)

- ☒ Exam dates
- ☒ Assignments
- ☒ Due dates and other deadlines (and late assignment/exam policy)
- ☒ Schedule of readings and topics
- ☒ Statement to reserve the right to modify the calendar as necessary

Any comments?

Mental Health, Wellness and Participation Fieldwork Level 1 and Documentation Syllabus



College of Education and Human Services

Department of Occupational Therapy

OCCT 655 Mental Health, Wellness and Participation
Fieldwork Level 1 and Documentation

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

Two (2) semester hours
Summer 2015

Instructor and Contact Information

Kari Williams, OTR, MS
Assistant Professor and Academic Fieldwork Coordinator

Kxw14d@acu.edu
(325) 674-2789; Hardin Administration Building Ste. 204
Contact through email to set appointment

Class time and location

In class lecture rotating Sections Tuesday/Thursday or Friday during 1st, 3rd and 6th week of term.

Hardin Administration Building Room 317

Fieldsite experiences will be scheduled on Tuesday/Thursday afternoons from 1-5 or Fridays from 8-5 depending on site specific scheduling and will vary per student. 8 hours a week or 40 hours total is required on site during the 6 week class period. Fieldwork will begin the second week of class and end the final week of class.

About the Students

OCCT 655 is a graduate course in the Master of Science in Occupational Therapy degree.

Prerequisites

OCCT 617, OCCT 603, OCCT 601, OCCT 607, OCCT 690, OCCT 637, OCCT 639

Course Content**Course Description**

Purpose: Practicum or Level 1 fieldwork is designed to afford students the opportunity for hands-on assessment, evaluation, treatment planning and client intervention. The goal of Level 1 fieldwork per ACOTE standards is, "To introduce the student to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients". This course is designed to enrich the didactic experience and learning in OCCT 651 and OCCT 670, which are also taught during the summer term (C.1.8). Specific fieldsites including hospitals, outpatient clinics, homeless shelters, work readiness programs, summer/day camps, counseling services, MHMR services and community based programs that serve persons who are at risk of decreased occupational performance or occupational deprivation due to mental health conditions or other psychosocial, environmental, familial, or socioeconomic deprivation. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of an occupational therapist or other qualified professional (C.1.9). The student is required to complete 40 hours of onsite supervised time at their fieldsite. These hours and any additional hours cannot be

substituted for any portion of the students Level II fieldwork, which will occur in subsequent terms. (C. 1.10).

This course will also have an on-campus seminar to reinforce documentation practices learned in previous semester in OCCT 690 as well as service delivery models and non-traditional/community based settings, current trends in emerging practice areas, relevant community and national advocacy issues that affect participation and wellness, intra- and inter-disciplinary team relationships, referral to specialists, and relevant ethical issues. The concept of therapeutic use of self and other theoretical constructs will also be reinforced and further explored and related to didactic courses being taught concurrently; specifically including the therapeutic use of self in a group setting. (C.1.8).

RELATIONSHIP TO INSTITUTIONAL MISSION:

- ☐ Field experiences will challenge the student intellectually, morally and spiritually
- ☐ Encourage formation of students for others in promotion of occupational justice
- ☐ Integrate academic, practical and technological knowledge with human values and ethics.
- ☐ Promote critical thinking, interaction with the whole person, respect of dignity and individual needs.
- ☐ Genuine engagement in civic, social, and cultural issues.

RELATIONSHIP TO CURRICULUM DESIGN:

- ☐ Student lived experience; integration of all curriculum threads and application of previous and current didactic course content in authentic clinic situations.
- ☐ Students navigate experience paying special attention to curricular threads (occupation based, occupational justice, client centered, ethically grounded, and evidence based interventions)
- ☐ Students are exposed to non-traditional community based settings which promote service and advocacy as well as community involvement and awareness
- ☐ Students will participate in developing relevant public service presentations to benefit and serve at risk populations as a form of civic engagement and service
- ☐ Students are encouraged to utilize key components of holistic health care practice including spirit, body and mind principles.
- ☐ Key aspect continues to be self-reflection through reflective journaling previously introduced in OCCT 617 and OCCT 690.

Course Objectives

ACOTE	SLO's
C.1.8	Level I fieldwork is integral to the curriculum design and include experiences and designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.
C.1.9	Ensure that qualified personnel supervise Level I fieldwork. Examples may include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers,

	social workers, nurses, and physical therapists.
C.1.10	Document all Level I fieldwork experiences that are provided to students, including mechanisms for formal evaluation of student performance. Ensure that Level I fieldwork is not substituted for any part of Level II Fieldwork.
B.5.21	Effectively communicate and work interprofessionally with those who provide services to individuals, organizations, and/or populations in order to clarify each member's responsibility in executing an intervention plan. (Reinforce)
B.2.8	Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. (Reinforce)
B.2.9	Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g., cultural, personal, temporal, virtual) and environment. (Introduce)
B.2.10	Use clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed.
B.2.11	Analyze, synthesize, and apply models of occupational performance.
B.3.1	Apply theories that underlie the practice of occupational therapy. (Introduce)
B.3.3	Use theories, models of practice, and frames of reference to guide and inform evaluation and intervention. (Introduce)
B.5.20	Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner. (Reinforce)
B.5.7	Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction. (Reinforce)
B.4.10	Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services. (Reinforce)
B.5.27	Describe the role of the occupational therapist in care coordination, case management, and transition services in traditional and emerging practice environments. (Introduce)
C.1.7	Ensure that at least one fieldwork experience (Level 1 or Level II) has at its focus psychological and social factors that influence engagement in occupation.

Teaching/Learning Methods:

This class will be taught in a hybrid model delivery. Seminar hours will be devoted to discussion of topics relevant to fieldwork experience as noted in course schedule. Onsite fieldwork will occur in clinical settings and teaching will occur through hands on experience and feedback from a professional in the field.

Library

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

Required Texts and Readings:

Taylor, R. (2008). *The Intentional Relationship. Occupational Therapy and Use of Self*. F.A. Davis: Chicago, IL.

Gateley, C. & Borcharding, S. (2012). *Documentation Manual for Occupational Therapy*. SLACK, Inc: Thorofare, NJ.

Jacobs, K. & Simon, L. (2015). *Quick Reference Dictionary for Occupational Therapy*, 6th Ed. SLACK, Inc: Thorofare, NJ.

Scaffa, M. & Reitz, S. (2014). *Occupational Therapy in Community-Based Practice Settings*, 2nd Ed. F.A. Davis: Chicago, IL.

Required Media Viewing:

Trauma and Trauma Informed Care.

<http://www.trainingforums.org/lms/course/index.php>

Vicarious Trauma. <https://www.youtube.com/watch?v=wVDSdta0mbM>

Competencies and Measurements:

ACOTE	SLO's	NBCOT	Assignment
B.5.20	Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner.		Midterm Project-100 pts. (10%)
B.2.9	Express support for the quality of life, well-being, and occupation of the individual, group, or		

	population to promote physical and mental health and prevention of injury and disease considering the context (e.g., cultural, personal, temporal, virtual) and environment		
B.2.10	Use clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed.	010201 030201 030301	Case Study from fieldwork- 150 pts. (15%)
B.4.10	Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services.	040202 040206	SOAP Notes (Subjective, Objective, Assessment, Plan) (20 pts. Each) 100 pts. (10%)
B.2.2	Explain the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments,	030307 030214 030115 020203 010203 010105	Reflection Journal (15%)- 150pts.

	and client factors.		
C.1.8	Level I fieldwork is integral to the curriculum design and include experiences and designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.		
B.5.7	Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.	010106 020103 020201 020202	Fieldwork Practicum Evaluation-500 pts. (50%)
B.5.20	Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner.		
B.5.21	Effectively communicate and work interprofessionally with those who provide services to individuals, organizations, and/or populations in order to clarify each		

B.2.8	member's responsibility in executing an intervention plan. (Introduce) Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice.		
C.1.10			
B.2.11	Document all Level I fieldwork experiences that are provided to students, including mechanisms for formal evaluation of student performance.		
B.3.1	Analyze, synthesize, and apply models of occupational performance. Apply theories that underlie the practice of occupational therapy.		

Course Schedule

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

Date	Topic	Assignment	Assignment Due and Percent of Grade
Week 1-Tuesday June 23 1:30-3pm All class	Introduction; Review of the syllabus and assignments Student	View required media on trauma and trauma informed care as well as vicarious trauma Reading, Taylor ch.	Journal Article Review group Presentation Due (40 points 4%)

	Presentation on Journal Review	6, 11, 12	
Week 2 June 30	Fieldsite experience	Reading Scaffa ch. 19 20	SOAP Note Due (20 points 2%)
Week 3 July 7	In class discussion on FW experiences, problem solving session/work on midterm projects	Reading Scaffa ch. 12 and 23	SOAP Note Due (20 points 2%)
Week 4 July 14	Fieldsite experience	Reading Scaffa ch. 29	Midterm Project (10 % 100 points)
Week 5 July 21	Review Case Studies, Discuss FW experiences		SOAP Note Due (20 points 2%)
Week 6 July 28	Fieldsite Experience		Case Study Due July 27 to OT offices or via email by 0800. (150 points 15%)
			<u>Journals (150 points 15%)and FW evaluations (500 points 50%) due to AFWC to OT offices by July 30 at Noon.</u>

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	59-60	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). If you will be absent the expectation for this class is a personal call to the instructor PRIOR to the start of class. Texting a classmate to relay the information to the instructor is unacceptable. More than one absence will result in an automatic deduction of 10 points for each absence thereafter unless student has valid medical excuse/physician note. Tardiness is unprofessional and interferes with the learning environment. Any instance of tardiness over 5 minutes from the scheduled class time will result in an automatic deduction of 5 points per instance. **Absences are not acceptable during your scheduled fieldwork hours. If there is an emergency situation and you cannot complete your 40 hours during the scheduled week, it is the student's responsibility to make up missed hours and provide fieldwork coordinator/University with documentation supporting such.**

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. During fieldsite hours students are expected to comply with the dresscode at their respected site. ACU Occupational Therapy Polo Style shirts and dress slacks are to be worn if it is within the dresscode. ACU Occupational Therapy name badges are to be worn on the upper 1/3 of the body at all time when on site for fieldwork.

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. Cell phone usage is limited to the policy of the facility of fieldwork assignment. Typically this means the phone is turned OFF during hours on site. Please verify the facility policy with your fieldwork site supervisor.
3. 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/ForStudents/Harassment_Policy

Assignments:

Assignments are to be turned in at the start of the class period in which they are due. Failure to turn in an assignment at the start of class will result in an automatic deduction of 5 points. Each day thereafter the assignment is late will result in a deduction of 5 further points. If an assignment is more than 3 days late, a zero will be recorded.

Tuesday, March 31, 2015

Abilene Christian University

Re: OCCT 655 Application

Dear Hope,

The Adams Center has completed the review OCCT 655: Mental Health, Wellness and Participation Fieldwork Level 1 and Documentation. The syllabus was reviewed based on the ACU Syllabus Guidelines. The syllabus proposed meets or exceeds the expectations described in these guidelines.

We do not have any suggestions for this well constructed syllabus.

There is no need to return the syllabus to the Adams Center for further review. Of course, if you would like to discuss this suggestion or any other aspect of your syllabus or instructional strategies, please contact me and we will schedule a time as soon as possible. We are here to serve you as you help prepare students for Christian service and leadership throughout the world.

Grace and Peace,

A handwritten signature in black ink, appearing to read "David Christianson".

David Christianson
Instructional Designer
Adams Center for Teaching and Learning
Abilene Christian University

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 25, 2015
TO: Dr. Hope Martin
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Proposal, OCCT 655 – Mental Health, Wellness and
Participation Fieldwork Level 1 and Documentation

The library has examined the course proposal and is able to support the proposed course. Please contact your librarian liaison, Mark McCallon (mccallonm@acu.edu) if additional library resources may be required for the course. Thank you.