

**Application for a New Course v10.5**

|                                            |          |
|--------------------------------------------|----------|
| <b>Course ID</b> <i>Subject and Number</i> | OCCT 670 |
| <b>Date APPROVED</b>                       |          |
| <b>Date DENIED</b>                         |          |

**I. Systems and Catalog Information** Complete each item.

|     |                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | Course Developer                                     | Lisa Tekell, MS, OTR/L, OTD                                                                                                                                                                                                                                                                                                                                                                                               |
| 2   | Course Teacher                                       | Lisa Tekell, MS, OTR/L, OTD                                                                                                                                                                                                                                                                                                                                                                                               |
| 3   | Course Title                                         | Group Process                                                                                                                                                                                                                                                                                                                                                                                                             |
| 4   | Course Abbreviation (if title is over 30 characters) |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 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?       | Fixed                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 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                     |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 13d | Course contact hours - Seminar                       |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 13e | Course contact hours - Studio                        |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 13f | Course contact hours - Online                        | 1                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 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                                  | 2                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 15  | Grade Mode (check all appropriate):                  | <input checked="" type="checkbox"/> Standard<br><input type="checkbox"/> Credit/No Credit (undergrad only)                                                                                                                                                                                                                                                                                                                |
| 16  | Maximum Enrollment                                   | 25                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 17  | <b>Catalog Description</b><br>(50 words or less)     | This course consists of the utilization of psychosocial models of practice, frames of reference and theories of group development, including communication, conflict resolution and the influence of culture and contexts on group process. Students will be prepared to articulate and apply therapeutic use of occupations with individuals or groups for the purpose of participation in roles and situations in home, |

|     |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                   |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
|     |                                                                                                                                                                                                                                                                                                                                                                                                             | school, workplace, community, and other settings. |
| 18  | List any prerequisites (course/s, test scores, class standing, major, etc.)                                                                                                                                                                                                                                                                                                                                 | OCCT 603, OCCT 607, OCCT, 617, OCCT 639, OCCT 641 |
| 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<br><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? <b>Fall</b>                                                                                                                                                                                                                                                                                                                                                                   | 0                                                 |
| 22b | How often will it be offered? <b>Spring</b>                                                                                                                                                                                                                                                                                                                                                                 | 0                                                 |
| 22c | How often will it be offered? <b>Summer</b>                                                                                                                                                                                                                                                                                                                                                                 | 1                                                 |
| 23  | Frequency? All, odd, or even years?                                                                                                                                                                                                                                                                                                                                                                         | All                                               |
| 24  | First semester this course will be offered<br><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<br><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<br><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                                                                                                                                                                                                                                                                                              | No.                                               |
| 28  | Has this course been offered as a Special Topics course? Yes/No<br><i>If "Yes," specify the Course ID and enrollment for each term it was taught.<br/>(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)                                                                                                                                                                                                                                                                                                                        | None                                              |

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

## II. Curriculum

|   |                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Degree Plan</b> Explanation of how this course affects degree requirements.                                     | <p>This course meets 2 (B.5.4 and B.5.7) standards of the Education Standards for the American Council for the Accreditation of OT Education (ACOTE).</p> <p>B.5.4 - Students will design and implement group interventions based on principles of group development and group dynamics across the lifespan.</p> <p>B.5.7 - Students will 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.</p> |
| 2 | <b>Justification</b> 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.     | In this course, students will study the utilization of psychosocial models of practice, frames of reference and theories of group development, including communication, conflict resolution and the influence of culture and contexts on group process. Students will be prepared to articulate and apply therapeutic use of occupations with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community, and other settings. |

## 2. Competencies and Measurements

| ACOTE | SLO's                                                                                                                                                                                              | NBCOT                                                                                                                | Assignment                                                                                                       |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| B.5.4 | Students will design and implement group interventions based on principles of group development and group dynamics across the lifespan.                                                            | 020103<br>030105<br>030302                                                                                           | <ul style="list-style-type: none"> <li>• Assignment 1</li> <li>• Assignment 5</li> </ul>                         |
| B.5.7 | Students will 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<br>020201<br>020202<br>030105<br>030108<br>030114<br>030115<br>030213<br>030214<br>030302<br>030306<br>030307 | <ul style="list-style-type: none"> <li>• Assignment 2</li> <li>• Assignment 3</li> <li>• Assignment 4</li> </ul> |

## 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 Text:

Bonsaksen, T., Vollestad, K. & Taylor, R.R. (2013). The intentional relationship model: Use of the therapeutic relationship in occupational therapy practice. *Ergoterapeuten nr 5*, 26-31. Retrieved from <http://www.ergoterapeuten.no/content/download/78234/282025/file/IRM.pdf>.

Cole, M. B. (Ed.). (2012). *Group dynamics in occupational therapy* (4<sup>th</sup> ed.). New Jersey: Slack.

Cole, M. B. (Ed.). (1998). *Group dynamics in occupational therapy* (2<sup>nd</sup> ed.). Chapter 3 A *humanistic approach* (pp. 61-98). NJ: Slack.

\*\* Available on BB

### Supporting Course Documents:

Duncombe, L.W. & Howe, M.C. (1985). Group work in occupational therapy: A survey of practice. *American Journal of Occupational Therapy* 39, (3) 163-170.

#### IV. Supporting Documentation

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

|   |                                                                                                                                                                                                                                                                                                                                         |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Library</b> — 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. <b>Attach</b> the signed copy of the Library report.                                                                                                   |
| 2 | <b>Instructional Design</b> — The application and syllabus must be reviewed by the Adams Center. <b>Attach</b> a copy of the Adams Center Review Letter.                                                                                                                                                                                |
| 3 | <b>Content Overlap</b> — Include one document for each course you listed in Section I-I. <b>Attach</b> statement from instructor/dept chair of existing course justifying the new offering.                                                                                                                                             |
| 4 | <b>Departmental Resources</b> — List the resources that support the course and are available only through the department, if applicable. <b>Attach</b> the list of the holdings and the location/s.                                                                                                                                     |
| 5 | <b>Resources</b> — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). <b>Attach</b> a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.                   |
| 6 | <b>Expenses</b> — 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.). <b>Attach</b> a complete list of all items, the estimated cost of each and the source of the funds. |
| 7 | <b>Justification</b> — <b>Attach</b> all documents referred to in Section II-2                                                                                                                                                                                                                                                          |
| 8 | Syllabus — <b>Attach</b> 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 670

Course Title: Group Process

**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 670 Group Proce

## Reviewer

David Christianson

## Developer

Hope Martin

## 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?**

Be sure to update the syllabus with the instructor's ACU email.  
Does the instructor have an office at ACU?  
Be sure to add a place to list office hours and how best to contact the instructor. If the course is to be taught online, online office hours, or a time when the instructor will make herself available to be contacted consistently, should be listed.  
Has this course been taught in Blackboard already? If not, I suggest you build and teach it in Canvas.  
Is a SOAP note a standard assignment in OT courses? If not, you may want to spell out what the acronym stands for.  
Please address how faith and learning will be integrated in this course.

Submit

Never submit passwords through Google Forms.

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College of Education and Human Services

Department of Occupational Therapy

OCCT 670 Group Process

## **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**

Lisa Tekell, MS, OTR/L, OTD, [lisacmarch@aol.com](mailto:lisacmarch@aol.com) 904-673-8000

**Class time and location**

Monday and Wednesday 10-1, Administration Building, Room

**About the Students**

OCCT 670 is a graduate course in the Master of Science in Occupational Therapy degree

**Prerequisites**

OCCT 603, OCCT 607, OCCT, 617, OCCT 639, OCCT 641

**Course Content****Course Description**

This course consists of the utilization of psychosocial models of practice, frames of reference and theories of group development, including communication, conflict resolution and the influence of culture and contexts on group process. Students will be prepared to articulate and apply therapeutic use of occupations with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community, and other settings.

**Course Objectives**

| <b>ACOTE</b> | <b>SLO's</b>                                                                                                                                                                                       |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| B.5.4        | Students will design and implement group interventions based on principles of group development and group dynamics across the lifespan.                                                            |
| B.5.7        | Students will 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. |

**Teaching/Learning Methods**

Students will participate in an online forum discussing the utilization of different psychosocial group theories. In addition, students will participate in multiple faculty and peer lead groups and provide feedback to peers. Students will also be given the opportunity to design and co-lead a mental health group based on principles of group development and group dynamics highlighting a specific topic while utilizing a pre-determined frame of reference. Student assessment measures will include: student assignments and student projects.

**Special Requirements**

Students will need to use laptop computers and connect to LMS and internet resources.

## Library

### Required Text:

Bonsaksen, T., Vollestad, K. & Taylor, R.R. (2013). The intentional relationship model: Use of the therapeutic relationship in occupational therapy practice.

*Ergoterapeuten* nr 5, 26-31. Retrieved from

<http://www.ergoterapeuten.no/content/download/78234/282025/file/IRM.pdf>.

Cole, M. B. (Ed.). (2012). Group dynamics in occupational therapy (4<sup>th</sup> ed.). New Jersey: Slack.

Cole, M. B. (Ed.). (1998). Group dynamics in occupational therapy (2<sup>nd</sup> ed.). Chapter 3 A humanistic approach (pp. 61-98). NJ: Slack.

\*\* Available on BB

### Supporting Course Documents:

Duncombe, L.W. & Howe, M.C. (1985). Group work in occupational therapy: A survey of practice. *American Journal of Occupational Therapy* 39, (3) 163-170.

### Competencies and Measurements:

| ACOTE | SLO's                                                                                                                                                                                              | NBCOT                                                                                                                | Assignment                                                                                                                                                  |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| B.5.4 | Students will design and implement group interventions based on principles of group development and group dynamics across the lifespan.                                                            | 020103<br>030105<br>030302                                                                                           | <input type="checkbox"/> Assignment 1<br><input type="checkbox"/> Assignment 5<br><input type="checkbox"/> (See assignment descriptions below)              |
| B.5.7 | Students will 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<br>020201<br>020202<br>030105<br>030108<br>030114<br>030115<br>030213<br>030214<br>030302<br>030306<br>030307 | <input type="checkbox"/> Assignment 2<br><input type="checkbox"/> Assignment 3<br><input type="checkbox"/> Assignment 4 (See assignment descriptions below) |

## Assignments

### 1) Group Facilitation

Assignment Description: During a 1 hour lab experience, you will work in a dyad or triad and facilitate a 60 minute group session. Following the group experience, a 20 minute time will be allotted for lab instructor feedback and class feedback. You will turn in a group protocol to the course instructors one week prior to leading the group (**5 points**). The course instructors will provide feedback as necessary to the student regarding group protocol.

Following the group, you will write a SOAP note. The group SOAP note (**5 points**) should be turned in to LAB INSTRUCTOR one week following the group.

The group facilitator shall make a copy of the group peer feedback form (page 18) and provide it to each member of the group, including the lab instructor. An additional **10 points** will be converted average score from peer feedback (see note below).

Total Points: **20 points**

Note: Each group feedback rating sheet will be tallied. There are 100 possible points on each group sheet. The average group feedback score will be calculated and converted using the following scale:

Scores of 94-100 = 10 points

Scores of 93-86= 9 points

Scores of 85-78 = 8 points

Scores of 77-70 = 7 points

Scores of 69-60 = 6 points

Scores of 59- 50 = 5 points

Scores of 49-40= 4 points

Scores of 39-30= 3 points

Scores of 29-20 = 2 points

Scores 19-10= 1 points

Scores below 9 = 0 points

### 2) Professional Peer

Assignment Description: Each group member will evaluate and reflect upon 10 peers lead groups (**2 points each**) regarding facilitation of the group. This feedback will be 75% of the lab participation grade. The other 25% of the lab participation will include attentiveness, ability to follow directions, and ability to remain professional in ALL of the groups. You have the possibility of earning 5 points for professional behavior during group. (**5 points**). Please remember if you are tardy to class your final OVERALL score will have 5% deducted and if you are absent from class your final OVERALL score will have 10% deducted (see pages 6-7 attendance requirements).

Total Points: **20 points**

### 3) Past Group Experiences Treatment Protocol

Assignment Description: Student will develop an activity protocol for a passed activity they have been a participant in. This may include a group they did in elementary school, girl/boy scouts, religious organization, etc. The student will

identify the name of the activity, setting, population, materials, pre-session preparation time required, placement of the media needed for activity (if applicable), method of the instruction provided, steps in the activity, and precaution steps taken.

Total Points: **20 points**

#### 4) Organizations of Media Binder for Group Class

Assignment Description: Student will compile and organize a word document including all the protocols presented in this course. This resource will serve as a tool for facilitation of groups in the future.

Total Points: **20 points**

#### 5) LMS Posts

Assignment Description: There are 10 posts for this course. Each response counts as 2 points. Posting must be completed by 8 p.m. CST Friday of each week. Each week we will move on to the next topic and the topic for the previous topic will close. For that reason, if your post is **"late" it will receive a score of 0**. Posting should be well thought out, reflective, and original. You should read previous postings before you post so you can identify the parts you agree or do not agree with as you present your argument/viewpoint in the discussion. Saying exactly the same as the previous posting is an unacceptable post. No single word posting will be adequate for credit. This is an online discussion designed to promote analytical discussion of groups. Sharing thoughts, resources, references, experiences, and reflections is essential to professional development.

Total Points for all LMS: **20 points**

### Course Schedule

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

| Date      | Topic                                                                   | LMS Assignment                                                                                                 | Percent of Grade                   |
|-----------|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------|
| Session 1 | Educational/Informational Sharing Group/IADL Group Lab Instructor Leads | Focus on Introduction to group                                                                                 | LMS=2                              |
| Session 2 | Exercise Group Lab Instructor Leads                                     | Focus on Timing, Adaptation, Group Motivation, and Organization<br><b>Past Group Experience Assignment Due</b> | LMS=2<br>Past Group Experiences=20 |

|                                     |                                                                                                                   |                                                                                                                                                                                                                                                                                                                                    |        |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Session 3                           | Virtual Telehealth<br>Group Lab Instructor<br>Leads                                                               | Focus on<br>Intentional<br>Relationships<br>Questions: What<br>mode do you use<br>most when faced<br>with challenging<br>situations? What<br>mode do you find<br>the hardest to use?<br>How do you plan to<br>improve your<br>ability to develop<br>the skills necessary<br>to develop<br>therapeutic<br>responding to<br>clients? | LMS =2 |
| Session 4                           | Humanistic Approach<br>Empathizing<br>Arts and Crafts Group<br>2 groups of 2 person dyad                          | Focus on Utilization<br>of Humanistic<br>Approach<br>Empathizing<br>Arts and Crafts<br>Group in practice                                                                                                                                                                                                                           | LMS =2 |
| Session 5                           | Psychoanalytic Approach<br>Encouraging<br>Self-Expression/Feeling-<br>oriented group<br>2 groups of 2 person dyad | Focus on Utilization<br>of Psychoanalytic<br>Approach<br>Encouraging<br>Self-<br>Expression/Feeling<br>-oriented group in<br>practice                                                                                                                                                                                              | LMS =2 |
| Session 6<br>Class is 90<br>minutes | Behavioral Cognitive<br>Approach<br>Advocating<br>Educational Group<br>1 groups of 2 person dyad                  | Focus on Utilization<br>of Behavioral<br>Cognitive Approach<br>Advocating<br>Educational Group<br>In practice                                                                                                                                                                                                                      | LMS =2 |
| Session 7<br>Class is 90<br>minutes | Allen's Cognitive<br>Disabilities Approach<br>Problem Solving<br>ADL/IADL group<br>1 groups of 2 person dyad      | Focus on Utilization<br>of Allen's Cognitive<br>Disabilities<br>Approach Problem<br>Solving ADL/IADL<br>group In practice                                                                                                                                                                                                          | LMS =2 |
| Session 8                           | Developmental Approach                                                                                            | Focus on Utilization                                                                                                                                                                                                                                                                                                               | LMS=2  |



|                                      |                                                                                                                     |                                                                                                                                                                     |        |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
|                                      | Instructing Cooking Group<br>2 groups of 2 person dyad                                                              | of Developmental<br>Approach<br>Instructing Cooking<br>Group In practice                                                                                            |        |
| Session 9                            | Sensory Motor Approach<br>Resiliency Sensory motor<br>and sensory integration<br>group<br>2 groups of 2 person dyad | Focus on Utilization<br>of Sensory Motor<br>Approach<br>Resiliency<br>Sensory motor and<br>sensory integration<br>group In practice                                 | LMS =2 |
| Session 10<br>Class is 90<br>minutes | MOHO Approach<br>Motivating Community<br>Integration and leisure<br>group<br>1 group of 3 person dyad               | Focus on Utilization<br>of MOHO Approach<br>Motivating<br>Community<br>Integration and<br>leisure group In<br>practice<br><b>Turn in Media<br/>Binder by Friday</b> | LMS =2 |

### 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).

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**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](http://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)

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Tuesday, March 31, 2015

Abilene Christian University

Re: OCCT 670 Application

Dear Hope,

The Adams Center has completed the review OCCT 670: Group Porcess. The syllabus was reviewed based on the ACU Syllabus Guidelines. The syllabus proposed meets or exceeds the expectations described in these guidelines.

Please address the following remarks and questions before submitting the syllabus to Council.

- Be sure to update the syllabus with the instructor's ACU email.
- Does the instructor have an office at ACU?
- Be sure to add a place to list office hours and how best to contact the instructor. If the course is to be taught online, online office hours, or a time when the instructor will make herself available to be contacted consistently, should be listed.
- Has this course been taught in Blackboard already? If not, I suggest you build and teach it in Canvas.
- Is a SOAP Note a standard assignment in OT courses? If not, you may want to spell out what the acronym stands for so students become familiar with the term.
- Please address how faith and learning will be integrated in this course.

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". The signature is stylized with a large "D" and a cursive "Christianson".

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

**ABILENE CHRISTIAN UNIVERSITY**

**LIBRARY**

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**M E M O R A N D U M**

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**DATE:** April 2, 2015  
**TO:** Dr. Hope Martin  
**FROM:** Mark McCallon, Associate Dean for Library Services  
**RE:** New Course Proposal, OCCT 670 – Group Processes

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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](mailto:mccallonm@acu.edu)) if additional library resources are required for the course. Thank you.