

Application for a New Course v10.5

Instructions:

Sequence:

- Consult with the Registrar's Office to discuss the degree plan and course number.
- Complete the New Course Application
- Create the course Syllabus – *See the associated Syllabus Checklist*
- Submit both paper and electronic versions of the Application and Syllabus to the Adams Center
- *Adams Center schedules review appointment within ten days of receipt of all items*
- Meet with Adams Center Instructional Design team
- Make any necessary changes to application / syllabus
- Obtain the Library Review
- Obtain Preliminary Approval Signatures (Department Chair, Deans)
- Gather all attachments to application
- Submit to College Academic Council
- Submit to Teacher Education Council (if applicable)
- Submit to UGEC/UUAC/Grad Council (as required)

The course developer completes this application with supporting documentation (Section IV) and approval signatures of department chair and college dean (Section V) before the new course is reviewed by any academic council. **If the course is to be cross-listed, be certain to obtain signatures from all participating departments.**

Syllabus Checklist v10.5

Course ID OCCT 703

Developer Hope Martin

NOTE: It is not necessary to submit this checklist with the New Course Application. It is provided to assist the course developer in ensuring that all essential syllabus elements are addressed. The checklist is used by the Adams Center in syllabus review. All items below are required unless otherwise marked.

About the Course ☐ Course number and title ☐ Credit hours ☐ Semester and year ☐ Meeting time and place ☐ Pre-requisite/co-requisite About the Instructor(s) ☐ Name and title or rank ☐ Office location ☐ Phone number(s) ☐ Email address ☐ Office hours / contact expectations Mission Statements ☐ ACU mission statement ☐ College mission statement ☐ Departmental 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 ☐ Format of course/types of activities student should expect in the course 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 expectations for letter 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: - o Attendance and Tardiness - o Participation - o Course specific academic integrity policy (optional) Course 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 - o Late assignment/exam policy ☐ Schedule of readings and topics ☐ Statement to reserve right to modify the calendar as necessary
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Writing Course Competencies

	Competency	Measurement Instrument
	<i>Instructions:</i> Competencies should be observable and measurable, and stated in terms of student performance. In some cases it might be valuable to complete the sentence “Students will be able to. .” If the competencies are primarily cognitive, consider using Bloom's Taxonomy to evaluate whether the competencies are at an appropriate level for the course. In the more rare instances where affective or psychomotor competencies are used, give careful attention to measurement techniques.	<i>Instructions:</i> Detail the instrument that will be used to gather the measurement. Examples might include: written papers, quizzes, tests, verbal presentations, video, audio, portfolio artifacts, demonstrations, performances, etc. This column should indicate where you will look for evidence of the type of student work that you expect. <i>Note that this is distinct from the Measurement Standard which provides some detail about what constitutes valid and acceptable student performance.</i>
Ex. 1	Defend dietary goals in light of current research.	Weekly Reading Journal, Research Paper
Ex. 2	Examine personal values, attitudes and expectations to enhance self-awareness for greater effectiveness as a social work professional. . .	Field Instructor Evaluation
Ex. 3	Integrate terminology from literary history into writing	Research Paper

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	OCCT 703
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Dr. Hope Martin
2	Course Teacher	Hope Martin, OTR, PhD, CHT, Catherine Candler, OTR, PhD, BCP and Donna Walls, OTR, MS
3	Course Title	Implementing OT Treatment
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	
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	2
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	
15	Grade Mode (check all appropriate):	☒ X Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	25
17	Catalog Description (50 words or less)	This course is designed to be an online mentoring course for the MSOT students who are going out on their first fieldwork level II

		experience.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	OCCT 639, OCCT 635, OCCT 661
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>	
22a	How often will it be offered? Fall	0
22b	How often will it be offered? Spring	1
22c	How often will it be offered? Summer	0
23	Frequency? All, odd, or even years?	All
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>	Spring, 2016
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	No. This course was included in the original degree plan previously approved.
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) <i>Attach statement from instructor/dept</i>	

	<i>chair of existing course justifying the new offering in Section IV-D.</i>	
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II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course meets Standards B.3.5, B.4.5, B.4.9, B.5.1, B.5.19, B.5.28 and B.6.6 of the Education Standards for the American Council for the Accreditation of OT Education (ACOTE). Standard B.3.5 - Students will apply theoretical constructs to evaluation and intervention with various types of clients in a variety of practice contexts and environments to analyze and effect meaningful occupation outcomes. Standard B.4.5 - Students will compare and contrast the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process along with the importance of and rationale for supervision and collaborative work between the occupational therapist and occupational therapy assistant in that process. Standard B.4.9 - Students will evaluate appropriateness and discuss mechanisms for referring clients for additional evaluation to specialists who are internal and external to the profession. Standard B.5.1 - Students will use evaluation findings based on appropriate theoretical approaches, models of practice, and frames of reference to develop occupation-based intervention plans and strategies (including goals and methods to achieve them) on the basis of the stated needs of the client as well as data gathered during the evaluation process in collaboration with the client and others. Intervention plans and strategies must be culturally relevant, reflective of current occupational therapy practice, and based on available evidence. Interventions address the following components: • The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work,
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		and community environments. • Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems). Standard B.5.19 - Students will apply the principles of the teaching–learning process using educational methods to design experiences to address the needs of the client, family, significant others, colleagues, other health providers, and the public. Standard B.5.28 - Students will monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention. Standard B.6.6 - Students will utilize national and international resources in making assessment or intervention choices and appreciate the influence of international occupational therapy contributions to education, research, and practice.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	This course is part of the new Occupational Therapy program.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Graduate MSOT Students
2	State the overarching course goal(s) in performance terms.	The overall objective of the course is, with the aid of a faculty mentor, to apply theoretical concepts related to OT; learn the roles of OT and PTA's in their fieldwork setting; discuss ways to refer clients to other professionals as needed; interact with family and caregivers of clients; and acknowledge resources outside of the United States for treating and evaluating clients.

2. Competencies and Measurements

ACOTE	SLO's	NBCOT	Assignment/ % of Grade
B.4.5 WEEK 3 Of Level II FW	Students will compare and contrast the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process along with the importance of and rationale for supervision and collaborative work between the occupational therapist and occupational therapy assistant in that process.	020201 020202 040202 040205	- In your fieldwork setting compare and contrast the role of the OT and OTA in the screening and evaluation process. If there is no OTA at your site, ask your CI about these roles. Work with your FW Ed. to understand the importance of the rationale for supervision and collaborative work between the OT and OTA. - Think about your training as an OT, particularly in evaluation of clients. - Post your response on CANVAS. 20%
B.4.9 WEEK 4- 6 of Level II FW	Students will evaluate appropriateness and discuss mechanisms for referring clients for additional evaluation to specialists who are internal and external to the profession.	020201 020202	- In your fieldwork setting, ask your FW Ed. to help you determine a good patient to look at this standard with. Try to find a client in your setting that needs services in addition to OT. How does the setting you are in refer clients to additional specialists? - Post on CANVAS 15%
B.5.1 & B.3.5 WEEK 5- 7 of Level II FW	Students will use evaluation findings based on appropriate theoretical approaches, models of practice, and frames of reference to develop occupation-based intervention plans and strategies (including goals and methods to achieve them) on the basis of the stated needs of the client as well as data gathered during the evaluation process in collaboration with the client and others. Intervention plans and strategies must be culturally relevant, reflective of current occupational therapy practice, and based on available evidence. Interventions address the	010105 010203 020101 020102 020103 020202 020203	- For this standard we are going to focus on Client factors. - Which interventions at your fieldwork site have you seen that focus on: - values, - beliefs, - spirituality, - body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and - body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems Choose three of the above client factors and discuss on CANVAS 20%, remembering rules about confidentiality (i.e. clients names or other identification) occupation-based intervention plans for this particular client.

	following components: • The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments. • Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems). And apply theoretical constructs to evaluation and intervention with various types of clients in a variety of practice contexts and environments to analyze and effect meaningful occupation outcomes.		If you are struggling with this, ask your mentor to help guide you through a client on your case load in your fieldwork Level II.
B.5.19 WEEK 4-10 of Level II FW	Students will apply the principles of the teaching-learning process using educational methods to design experiences to address the needs of the client, family, significant others, colleagues, other health providers, and the public.	020103 020201 020202 030115 030214 030307	In your fieldwork setting, chose a client on your caseload or your FW Ed. caseload that needs some type of education prior to going home from the setting you are in. 1. How will you teach this client? 2. If you need to include family or other caregivers in this process, how will you go about including and teaching them? If you need help, ask your assigned faculty mentor to guide you through the teaching/learning articles in CANVAS 20%. Post your answers to both questions above.
B.5.28 Week 5-	Students will monitor and reassess, in collaboration with the client, caregiver, family, and significant	010105 010106 010203 020101	Chose a client on your caseload that is due for a re-evaluation. 1. How will you discuss the need for continued OT

10 of level II FW	others, the effect of occupational therapy intervention and the need for continued or modified intervention.	020102 020201 020202 020203 030108 030114 030115 030213 030214 030306 030307 040206	services with the client? 2. How will you discuss the need for continued intervention with caregivers and others? Post on CANVAS 15%
B.6.6. Week 2-10 of level II FW	Utilize national and international resources in making assessment or intervention choices and appreciate the influence of international occupational therapy contributions to education, research, and practice.		During your fieldwork experience, chose one diagnosis on your caseload and research how other countries address this diagnosis in OT. (Canadians are strong OT researchers). Post on CANVAS 10% your findings. Also post how it makes you feel as an OT to know that others around the world utilize OT services.

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.

No texts will be required for this course.

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 OCCT 703 – Implementing OT Treatment

Primary Department


Department Chair

9.28.15
Date


Dean of the College

9.29.2015
Date

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

Department Chair

Date

Dean of the College

Date

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

Department Chair

Date

Dean of the College

Date

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

Course ID: OCCT 703

Course Title: Implementing OT Treatment

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 ☐ Bruce Little 9.29.2015
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☒ Denied ☐ Bruce Little 9.29.2015
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 703 Implementing

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
- ☐ Contact information
- ☐ 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 add instructors' contact information including email and phone.

Will there be any required texts for this course? Either way, please note that in the appropriate section.

Please describe what is meant by listing "Library" under Special Requirements.

Please describe how learning and Christian faith will be integrated in this course.

Submit

Never submit passwords through Google Forms.

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Implementing OT Treatment Syllabus



College of Education and Human Services

Department of Occupational Therapy

OCCT 703 Implementing OT Treatment

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

Hope Martin, OTR, PhD, CHT
Administration Building, Room 204D
Ham13a@acu.edu
(325) 674-2474

Catherine Candler, OTR, PhD, BCP
Administration Building, Room 204C
Cfc15a@acu.edu
(325) 674-6523

Donna Walls, OTR, MS
Administration Building, Room 204B
Djw14d@acu.edu
(325) 674-6524

Class time and location

This course will be conducted on CANVAS as an online course to take place during the students' first Fieldwork Level II experience.

About the Students

OCCT 703 is a graduate course in the Master of Science in Occupational Therapy degree.

Prerequisites

OCCT 639, OCCT 635, OCCT 661

Course Description

This course is designed to be an online mentoring course for the MSOT students who are going out on their first fieldwork level II experience. The students will be divided among the faculty listed above based on the student setting and the faculty's area of expertise to provide an optimal mentoring experience.

The overall objective of the course is, with the aide of a faculty mentor, to apply theoretical concepts related to OT; learn the roles of OT and OTA's in their fieldwork setting; discuss ways to refer clients to other professionals as needed; interact with family and caregivers of clients; and acknowledge resources outside of the United States for treating and evaluating clients.

Spirituality will be addressed in this course in the assignment for weeks 5-7 according to the OT practice act.

HIPPA Awareness

The student is expected to maintain complete confidentiality of all personal, social and medical history, etc. of the clients with whom they work (HIPAA). While pertinent client information is required for educational purposes, it will never include ANY identifying information such as names, identifying numbers, etc. When documenting information for academic purposes, use first initial or a fictional name only.

Course Objectives

ACOTE	SLO's
B.3.5	Students will apply theoretical constructs to evaluation and intervention with various types of clients in a variety of practice contexts and environments to analyze and effect meaningful occupation outcomes.
B.4.5	Students will compare and contrast the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process along with the importance of and rationale for supervision and collaborative work between the occupational therapist and occupational therapy assistant in that process.
B.4.9	Students will evaluate appropriateness and discuss mechanisms for referring clients for additional evaluation to specialists who are internal and external to the profession.
B.5.1	Students will use evaluation findings based on appropriate theoretical approaches, models of practice, and frames of reference to develop occupation-based intervention plans and strategies (including goals and methods to achieve them) on the basis of the stated needs of the client as well as data gathered during the evaluation process in collaboration with the client and others. Intervention plans and strategies must be culturally relevant, reflective of current occupational therapy practice, and based on available evidence. Interventions address the following components: • The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments. • Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems).
B.5.19	Students will apply the principles of the teaching-learning

	process using educational methods to design experiences to address the needs of the client, family, significant others, colleagues, other health providers, and the public.
B.5.28	Students will monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention.
B.6.6	Students will utilize national and international resources in making assessment or intervention choices and appreciate the influence of international occupational therapy contributions to education, research, and practice.

Teaching/Learning Methods

Intentional faculty mentoring of students on their first Fieldwork Level II rotation using the online format of CANVAS to address issues the students will be observing in their clinical setting.

Competencies and Measurements

ACOTE	SLO's	NBCOT	Assignment/ % of Grade
B.4.5 WEEK 3 Of Level II FW	Students will compare and contrast the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process along with the importance of and rationale for supervision and collaborative work between the occupational therapist and occupational therapy assistant in that process.	020201 020202 040202 040205	- In your fieldwork setting compare and contrast the role of the OT and OTA in the screening and evaluation process. If there is no OTA at your site, ask your FW Ed. about these roles. Work with your FW Ed. to understand the importance of the rationale for supervision and collaborative work between the OT and OTA. - Think about your training as an OT, particularly in evaluation of clients. - Post your response on CANVAS. 20%
B.4.9 WEEK 4-6 of Level II	Students will evaluate appropriateness and discuss mechanisms for referring clients for additional	020201 020202	In your fieldwork setting, ask your FW Ed. to help you determine a good patient to look at this standard with. Try to find

FW	evaluation to specialists who are internal and external to the profession.		a client in your setting that needs services in addition to OT. How does the setting you are in refer clients to additional specialists? • Post on CANVAS 15%
B.5.1 & B.3.5 WEEK 5-7 of Level II FW	Students will use evaluation findings based on appropriate theoretical approaches, models of practice, and frames of reference to develop occupation-based intervention plans and strategies (including goals and methods to achieve them) on the basis of the stated needs of the client as well as data gathered during the evaluation process in collaboration with the client and others. Intervention plans and strategies must be culturally relevant, reflective of current occupational therapy practice, and based on available evidence. Interventions address the following components: • The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out	010105 010203 020101 020102 020103 020202 020203	• For this standard we are going to focus on Client factors. • Which interventions at your fieldwork site have you seen that focus on: • values, • beliefs, • spirituality, • body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and • body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems Choose three of the above client factors and discuss on CANVAS 20%, remembering rules about confidentiality (i.e. clients names or other identification) occupation-based intervention plans for this particular client. If you are struggling with this, ask your mentor to help guide you through a client on your case load in your fieldwork Level II.

	roles in home, work, and community environments. • Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems). And apply theoretical constructs to evaluation and intervention with various types of clients in a variety of practice contexts and environments to analyze and effect meaningful occupation outcomes.		
B.5.19 WEEK 4-10 of Level II FW	Students will apply the principles of the teaching-learning process using educational methods to design experiences to address the needs of the client, family, significant others, colleagues, other health providers, and the public.	020103 020201 020202 030115 030214 030307	In your fieldwork setting, choose a client on your caseload or your FW Ed. caseload that needs some type of education prior to going home from the setting you are in. 1. How will you teach this client? 2. If you need to include family or other caregivers in this process, how will you go about including and teaching them?

			If you need help, ask your assigned faculty mentor to guide you through the teaching/learning articles in CANVAS 20% .
B.5.28 Week 5-10 of level II FW	Students will monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention.	010105 010106 010203 020101 020102 020201 020202 020203 030108 030114 030115 030213 030214 030306 030307 040206	Choose a client on your caseload that is due for a re-evaluation. 1. How will you discuss the need for continued OT services with the client? 2. How will you discuss the need for continued intervention with caregivers and others? Post on CANVAS 15%
B.6.6. Week 2-10 of level II FW	Utilize national and international resources in making assessment or intervention choices and appreciate the influence of international occupational therapy contributions to education, research, and practice.		During your fieldwork experience, choose one diagnosis on your caseload and research how other countries address this diagnosis in OT. (Canadians are strong OT researchers). Post (CANVAS 10%) your findings. Also post how it makes you feel as an OT to know that others around the world utilize OT services.

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
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Course Policies

ADA Compliance

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

Attendance

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

University Sponsored Absences

It is the student's responsibility to:

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

Attire and Professionalism

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

Academic Integrity

University Policy for Academic Integrity and Honesty

1. Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research.

2. See Academic Integrity and Honesty Policy for details of what constitutes academic dishonesty and resultant disciplinary actions.

www.acu.edu/campusoffices/provost

Cell Phones, Calculators and other Electronic Devices

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

Sexual Harassment

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

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

ABILENE CHRISTIAN UNIVERSITY
LIBRARY

M E M O R A N D U M

DATE: September 28, 2015
TO: Dr. Hope Martin
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Proposal, OCCT 703 – Implementing OT Treatment

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 are needed to support the proposed course. Thank you.

Thursday, September 17, 2015

Abilene Christian University

Re: OCCT 703 Application

Dear Hope,

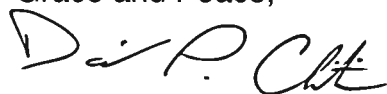
The Adams Center for Teaching and Learning has completed the review OCCT 703: Implementing OT Treatment. The syllabus was reviewed based on the ACU Syllabus Guidelines. The syllabus proposed meets or exceeds most of the expectations described in these guidelines.

Please address the following before submitting the syllabus to the academic Council.

- Be sure to add instructors' contact information including email and phone.
- Will there be any required texts for this course? Either way, please note that in the appropriate section.
- Please describe what is meant by listing "Library" under Special Requirements.
- Please describe how learning and Christian faith 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 dark ink, appearing to read "David Christianson". The signature is fluid and cursive, with the first name "David" being the most prominent part.

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