

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number: New Course OCCT 636 Occupational Therapy in Pediatrics Lab Degree Plan MSOT

State the requested change and reason. A memo may be attached if more space is necessary.

For further information see attachments:

MSOT Proposed Degree Plan Catalog Changes

MSOT DEGREE PLAN TABLE

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

Change to a Course		Dept./School	College Academic	Deans	COUNCIL ³				Provost	President
					TEC	UGEC	UUAC	GRAD		
1.	Title (description unchanged)	A	A	A		I			I	I
2.	Description (not affecting content)	A	A	A		I			I	I
3.	Course term(s)	A	I	A		I			I	I
4.	Content (substantive change)	A	A	A		I			A	I
5.	Number of hours (lecture, lab, contact)	A	A	A		A			A	I
6.	Course number within the hundred	A	A	I		I			I	I
7.	Course number beyond the hundred	A	A	A		A			A	I
8.	Prerequisites	A	A	A		I			I	I
9.	Course fee(s)	A	--	A		--			A	I
10.	From U to G or G to U	A	A	A		A			A	I
11.	Cross list with another department: U or G level	A	A	A		A			A	I
12.	Department of record	A	A	A		A			A	I
13.	Open or close a course	A	A	A		A			A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A		A			A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³							President	Faculty	Provost	GRAD	UUAC	UGEC	TEC	Deans	College Academic	Dept./School	Change to a Degree Plan	
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--	A	--						
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--	A	--						
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	A	A	A						
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--	A	--						
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--	A	--						
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	A	A	A						I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	A	A	A						I
9.	Major – Discontinue (proposed by the Provost)	See below.																		
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	A	A	A						--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--	I	--						--
12.	Minor — Add	A	A	A	A				A	--	A	--	A	--						--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--	A	--						--
14.	Minor – Discontinue (proposed by the Provost)	See below.																		
15.	Degree — Add	A	A	A	A				A	A	A	A	A	A						I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	A	A	A						I
17.	Degree – Discontinue (proposed by the Provost)	See below.																		
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--	A	--						--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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					COUNCIL ³					
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
Signature	Approval date
Signature	Approval date

See email
confirmation

College Academic Council(s)	
Signature	Approval date
Signature	Approval date

Den K

3-24-2020

Dean(s)	
Signature	Approval date
Signature	Approval date

Den K

3-24-2020

Teacher Education Council	
Chair's signature	Approval date

General Education Council	
Chair's signature	Approval date

Undergraduate Academic Council	
Chair's signature	Approval date

Graduate Council	
Chair's signature	Approval date

Provost	
Signature	Approval date

Faculty	
Chair of faculty senate	Approval date

President	
Signature	Approval date

Application for a New Course v10.7

The addition of this proposed course, **OCCT 636 Occupational Therapy in Pediatrics Lab** is part of a comprehensive plan to improve the delivery of accreditation standard based content in the MSOT degree and align this degree with the OTD degree proposed to begin Fall 2021.

For further information see attachments:
MSOT Proposed Degree Plan Catalog Changes
MSOT DEGREE PLAN TABLE

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	OCCT 636 (OT in Pediatrics Lab)
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Department of Occupational Therapy
2	Course Instructor	Catherine Candler
3	Course Title	Occupational Therapy in Pediatrics Lab
4	Course Abbreviation for Banner if title is more than 30 characters	OT in Pediatrics Lab
5	College	College of Education and Human Services
6	Department or School	Occupational Therapy
7	Number of Credit Hours	2
8a.	Number of contact hours – lecture	
8b.	Number of contact hours – lab/activity	2
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	
11	Is the course repeatable for additional	No

	credit?	
12	Maximum total number of credit hours a student can earn for this course	2
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☐ Traditional lecture ☒ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	2
15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	15
17	Catalog Description (50 words or less)	Application of clinical reasoning and hands on abilities in occupational therapy assessment, intervention planning and implementation methods for pediatric populations.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	OCCT 635 Occupational Therapy in Pediatrics
20	If the course is cross-listed, specify the Course ID(s)	
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☐ No ☒ Yes If yes: all years
22b	Will the course be offered in spring terms?	☒ No ☐ Yes

		If yes: all, even, or odd years?
22c	Will the course be offered in summer terms?	☒ No ☐ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2021
24	Is this course required for a degree/s?	☐ No ☒ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☒ No ☐ Yes If yes, provide course ID, term, and enrollment:
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

The addition of this course is a part of action based on the program faculty's annual evaluation process.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

The addition of this course allows more effective and efficient address of occupational therapy program accreditation standards.

III. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.
2. State the overarching course goal(s) in performance terms.

This course is designed as part of advanced instruction in occupational therapy practice provided in the MSOT program. MSOT students will enroll in this course their fourth semester. Focus is primarily hands on training in therapeutic techniques for occupational therapy intervention for children.

The overarching goal of the course is skill in applying effective occupational therapy evaluation and intervention for the pediatric population.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention.	Lab Sheets Lab Case Studies Exams
2	Select and apply assessment tools, considering client needs, and cultural and contextual factors. Administer selected standardized and non-standardized assessments using appropriate procedures and protocols. Interpret the results based on psychometric properties of tests considering factors that might bias assessment results (e.g., culture and disability status related to the person and context).	Lab Sheets Assessment Reports: PDMS-2 BOT-2 SFA Exams
3	Design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance.	Lab Sheets Lab Case Studies Exams

4	Evaluate and provide interventions for dysphagia and disorders of feeding and eating to enable performance, and train others in precautions and techniques while considering client and contextual factors.	Lab Sheets Lab Case Studies Exams
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3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

O'Brien, J. & Kuhaneck, H. (2020). *Case-Smith's Occupational therapy for children and adolescents, 8th Ed.* Elsevier: St. Louis, MO. ISBN: 9780323512633
 Batshaw, M. L., Roizen, N. & Pellegrino, L. (2019). *Children with disabilities, 8th Ed.* Paul H. Brooks Publishing: Baltimore, MD. ISBN: 9781681253206

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	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.
7	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.
8	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.
9	Justification — Attach any documents to which you refer in Section II-B.

Occupational Therapy in Pediatrics Lab Syllabus



College of Education and Human Services

Department of Occupational Therapy

OCCT 636 Occupational Therapy in Pediatrics Lab

General Course Information

Mission Statements

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

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

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

Unique Christian Perspective

This course incorporates the Christian mission of care for others. Romans 8:14 *For those who are led by the Spirit of God are the children of God.*

Credit Hours 2

Instructor and Contact Information

Thursdays in lab sections: 8:00-10:00, 10:00-12:00, 1:00-3:00

Amy Gibbs, OTR, MOT

Hardin Building 313

arg15a@acu.edu

All offices are located in the Hardin Administration Building Suite 314.
Please contact professor by email to arrange visit times.

Class time and location

Thursday, 8:00 am – 3:00 pm Lab (3 groups 8-10, 10-12, 1-3)

About the Students

OCCT 636 is a graduate course in Master of Science in Occupational Therapy degree

Co-requisite

Students must be concurrently enrolled in OCCT 635 and have satisfactorily completed all courses in the MSOT curriculum sequence that occur prior to this semester.

Course Content

Course Description

Application of clinical reasoning and hands on abilities in occupational therapy assessment, intervention planning and implementation methods for pediatric populations. Lab.

Course Objectives

ACOTE	SLO's	Assignment
B.4.3	Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention.	Presented: Lecture Lab Case Studies Lab sessions addressing intervention implementation concerning, Ayres Sensory Integration, sensory diets, social stories, video modeling, functional behavior analysis, techniques to facilitate postural control, kinesiotaping, feeding, handwriting, fine motor intervention, infant massage. Assessed:

		Fine Motor Toy assignment. Exams
B.4.5	Select and apply assessment tools, considering client needs, and cultural and contextual factors. Administer selected standardized and non-standardized assessments using appropriate procedures and protocols. Interpret the results based on psychometric properties of tests considering factors that might bias assessment results (e.g., culture and disability status related to the person and context).	Presented: Lecture Lab Sessions addressing administration of REAL, PDMS-2, SP-2, BOT-2, PEDI-CAT, Handwriting, SFA Assessed: Assessment Reports: PDMS-2 BOT-2 SFA Exams
B.4.9.	Design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance.	Presented: Lecture addressing Executive Functioning, DIR, Functional Behavioral Analysis, Social Participation Assessed: Exams
B.4.16.	Evaluate and provide interventions for dysphagia and disorders of feeding and eating to enable performance, and train others in precautions and techniques while considering client and contextual factors.	Presented: Lecture & Lab activities addressing feeding Lab Case Studies Assessed: Exams

Teaching/Learning Methods

Readings

Guided Discussion

Hands on skill training

Field experiences

Required Texts

O'Brien, J. & Kuhanek, H. (2020). *Case-Smith's Occupational therapy for children and adolescents, 8th Ed.* Elsevier: St. Louis, MO. ISBN: 9780323512633

Batshaw, M. L., Roizen, N. & Pellegrino, L. (2019). *Children with disabilities, 8th Ed.* Paul H. Brooks Publishing: Baltimore, MD. ISBN: 9781681253206

Competencies and Measurements:

Assignments:

Lab Sheets: Pass/Fail

All Lab Assignments must be successfully completed for a passing grade in the course. Completed lab sheets will be submitted as verification of active participation.

Lab Case Studies: 30%

Completed primarily in class in groups of 5 students. Percentage of points earned out of 25.

Assessment Reports: 30%

- PDMS-2: 10%
- AASP P/F
- BOT-2 5%
- SFA 5%

Exams: 40%

- Midterm 20%
- Final 20%

Grade Criteria

NOTE: There will be no rounding of final decimal grades.

Grade	Percent
A	90-100
B	89-80
C	79-70
D	69-60
F	59-00

Course Schedule

Wk	Lab
1	PDMS-2 Name widely used assessments of child development Measure occupational performance using the REAL Administer the PDMS with fidelity Interpret and report REAL and PDMS-2 results accurately
2	Therapeutic Sensations Experience and identify the regulatory effects of sensory input. Identify appropriate use and prescription of sensory inputs matched to subtypes of sensory modulation. Administer & interpret Adult Sensory Profile with accuracy.
3	Functional Behavioral Analysis Conduct a Functional Behavioral Analysis Create an action plan based on functional behavioral analysis

	Access valid resources concerning health conditions, identify information relevant to a specific case & OT services.
4	Supporting Participatory Behavior Apply principles of behavior management to therapeutic interactions with children Design a video modeling intervention Write a social story for a community event
5	Sensory Integration Discriminate between treatment approaches for differing sensory processing disorders Plan and construct intervention for differing sensory processing disorders Use clinical reasoning to create an intervention plan based on sound principles.
6	BOT-2 and Kinesiotape Administer the BOT-2 with fidelity Explain basic principles of kinesiotaping
7	Handling Techniques and Reflexes Manually facilitate posture transitions Describe key postural reflexes and their role in postural control
8	Postural Control and Positioning Develop therapeutic activities for postural control Describe types of positioning equipment in terms of positioning principles Use clinical reasoning to create an intervention plan based on sound principles.
9	Field Trips ABA-Feeding-Social-Massage-Pool
10	Field Trips ABA-Feeding-Social-Massage-Pool
11	Fine Motor Skills/ Handwriting Design fine motor interventions Discriminate between tests of handwriting skill

	Use clinical reasoning to create an intervention plan based on sound principles
12	Feeding Understand the mechanisms of eating. Describe common interferences for successful feeding and eating. Explain the procedures of occupational therapy evaluation for feeding. Describe occupational therapy intervention for feeding and eating
13	Feeding Match problems with feeding/eating with appropriate occupational therapy intervention Use clinical reasoning to create an intervention plan based on sound principles.
14	THANKSGIVING
15	Infant Massage Explain the underlying rationale of infant massage Model infant massage techniques
16	FINAL EXAM

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%20Students/Harassment_Policy)

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 24, 2020
TO: Dr. Catherine Candler
FROM: Mark McCallon, Associate Dean for Library Resources
RE: Course Application for OCCT 636 - Occupational Therapy in Pediatrics Lab

After reviewing the course application and syllabus, the library can adequately support the proposed course. Thank you for letting us examine the course proposal.

Professor Amy Gibbs
Admin Building 314
(325)674-2474
arg15b@acu.edu

February 27, 2020

Re: Review of OCCT636

Dear Professor Gibbs,

Thank you for submitting the application for course *OCCT636: Occupational Therapy in Pediatrics Lab*. I have reviewed it based on the ACU New Course Application Guidelines. I find the syllabus to be meeting all the requirements except a few items that I want to bring to your attention:

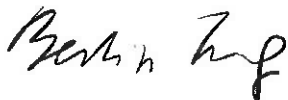
- Contact information such as email and phone number is missing.
- The syllabus guideline requires "description of how learning and Christian faith are integrated in the course."
- Some information is included as placeholders for the time being, including term, year, and meeting location. Please remember to add them when such information becomes available.

You can choose to add these items yourself. There is no further need to send it back to Adams Center for review.

Please note that this letter is not meant to be a final approval in the course application process. Your department chair and members of the council may have questions or comments of their own.

If you have any questions, please feel free to let me know. Please also let me know if we can be of any help in the design and facilitation of this course.

Sincerely,

A handwritten signature in black ink, appearing to read "Beth H. Huff". The signature is fluid and cursive, with the first name "Beth" and last name "Huff" clearly distinguishable.

Director of Instructional Design, Adams Center