

Approval Chart for Curriculum Changes

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

Course Number: New Course OCCT 638 Adult Populations in Occupational Therapy II 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 <i>or</i> 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	Board of Trustees
		Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD		
Change to a Degree Plan										
1.	University Requirements — Change in approved course content ⁶	A	A	A		A			A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--		A			A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A		A			A	--
5.	Major — Revision of major ^{4,5}	A	A	A		A			A	--
6.	Major — Adopt or change admission requirements	A	A	A		A			A	--
7.	Major — Add ^{4,5}	A	A	A		A			A	I
8.	Major — Discontinue (proposed by the department or college)	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	--
11.	Minor — Revise course selection	A	A	A		I			I	--
12.	Minor — Add	A	A	A		A			A	--
13.	Minor — Discontinue (proposed by the department or college)	A	A	A		A			A	--
14.	Minor — Discontinue (proposed by the Provost)	See below.								
15.	Degree — Add	A	A	A		A			A	I
16.	Degree — Discontinue (proposed by the department or college)	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	--

		COUNCIL ³							President	Board of Trustees
		Provost	Department	Dean	TEC	UUAC	Graduate	Faculty		
Provost-Proposed Change										
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 information

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

Dean(s)	
Signature	Approval date
Signature	Approval date

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 638 Adult Populations in Occupational Therapy 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.

Further information can be found in attachments:

MSOT Proposed Degree Plan and 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 638
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Department of Occupational Therapy
2	Course Instructor	Donna Walls
3	Course Title	Adult Populations in Occupational Therapy II Lab
4	Course Abbreviation for Banner if title is more than 30 characters	Adult Populations in OT II 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	0
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 credit?	No
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 instruction in occupational therapy assessment, evaluation, and intervention skills based on applicable theoretical reasoning for the adult client that is limited in occupations due to physical and or cognitive impairments. Lab.
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 639
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>	Spring 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 second semester. Focus is primarily hands on training in therapeutic techniques for occupational therapy intervention for adults.

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

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills.	Practicums Case Studies Exams
2	Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention	Practicums Case Studies Exams
3	Interpret the evaluation data in relation to accepted terminology of the profession and explain the findings to the interprofessional team.	Case Studies Simulation Lab Assignment
4	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.	Case Studies Lab Intervention Assignment
5	Provide recommendations and training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.	Practicum

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:

Cole, M., & Tufano, R. (2008). *Applied theories in occupational therapy: A practical approach*. Thorofare, NJ: SLACK Incorporated. ISBN 978-1556425738

Radomski, M. V., & Trombly Latham, C. A. (Eds.). (2014). *Occupational therapy for physical dysfunction* (7th ed.). Baltimore, MD: Lippincott Williams & Wilkins. ISBN 978-1451127461

Zoltan, B. (2007). *Vision, perception, and cognition: A manual for the evaluation and treatment of the adult with acquired brain injury* (4th ed.). Thorofare, NJ: SLACK Incorporated. ISBN 978-1-55642-738-1

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 for the Adult Population II - Lab



College of Education and Human Services

Department of Occupational Therapy

OCCT 638

Occupational Therapy for the Adult Population II-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.

Course Scripture:

"You are my strength, I sing praise to you; you, God, are my fortress, my God on whom I can rely." Psalm 59:17

Credit Hours: 2**Instructors and Contact Information**

Donna Walls, OTD, OTR, CHT

Hardin Admin Building #315

325-674-6524

Contact by email for appointment:

djw14d@acu.edu

Lillie Thomas, OTR, MS

Hardin Admin Building #315

325-674-6568

Contact by email for appointment:

lmb99a@acu.edu

Lab: 1568 Campus Court

Students will be assigned lab section

Class time:

8:00-10:00

10:00-12:00

1:30-3:30

About the Students

OCCT 638 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 instruction in occupational therapy assessment, evaluation, and intervention skills based on applicable theoretical reasoning for the adult client that is limited in **occupations** due to physical and or cognitive impairments. Lab.

Relationship to Curriculum Design

OCCT --- is taught in tandem with OCCT 639 (lecture). The lab is designed to provide the student with knowledge regarding evaluation, assessment and implementation using the occupational therapy process for restoration of function for adult patients with physical

and cognitive deficits that impair their ability to actively participate in valued occupations due to various health and disease factors. This lab and OCCT 639 is a continuum of OCCT 611 Occupational Therapy for the Adult Population I. This course is one of 4 courses (other courses: OCCT 635; OCCT 651; and OCCT 661) that addresses the theories utilized to evaluate and implement occupational therapy treatment. In order to promote clinical reasoning in practice and ensure ties between the didactic portion of the program and the fieldwork portion of the program, students will be placed in fieldwork Level 1 placements for OCCT 690 that reflect the practice of occupational therapy with the adult population and conditions which are focused on in this course.

This course is offered in concurrence with OCCT 639 Occupational Therapy for the Adult Population II, OCCT 631 Neuroscience; OCCT 641 Health Conditions Seminar; OCCT 690 Physical Disabilities Fieldwork; and OCCT 637 Research in OT I.

Teaching/Learning Methods:

Teaching will be comprised of hands on lab experiences.

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

You will also have access to ICE Learning Center Video Collections. The link is <http://guides.acu.edu/ot>

Required Texts:

Cole, M., & Tufano, R. (2008). *Applied theories in occupational therapy: A practical approach*. Thorofare, NJ: SLACK Incorporated. ISBN 978-1556425738

Radomski, M. V., & Trombly Latham, C. A. (Eds.). (2014). *Occupational therapy for physical dysfunction* (7th ed.). Baltimore, MD: Lippincott Williams & Wilkins. ISBN 978-1451127461

Zoltan, B. (2007). *Vision, perception, and cognition: A manual for the evaluation and treatment of the adult with acquired brain injury* (4th ed.). Thorofare, NJ: SLACK Incorporated. ISBN 978-1-55642-738-1

ACOTE	SLO	Instructional Methods	Assessment
B.4.2	Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills.	PowerPoints, Readings, Lab, Case Studies	Practicums

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.	PowerPoints, Readings, Lab, Case Studies	Practicums
B.4.8	Interpret the evaluation data in relation to accepted terminology of the profession and explain the findings to the interprofessional team.	PowerPoints, Readings, Lab, Case Studies	Simulation Lab Assignment
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.	PowerPoints, Readings, Lab, Case Studies	Lab Intervention Assignment
B.4.13	Provide recommendations and training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.	Lab	Practicum

Course Schedule is subject to change. Please check Canvas often for updates.

Week	Thursday Lab
Week 1	Transfers and Bed Mobility for Neuro
Week 2	Stroke Evaluations
Week 3	Stroke Interventions
Week 4	Stroke Interventions
Week 5	Lab Practicum 1
Week 6	Cognitive Assessments
Week 7	Visual Perceptual Assessments
Week 8	Simulation Lab
Week 9	SCI Evaluation Simulation Assignment Due
Week 10	AOTA Lab Pending
Week 11	Intervention Lab
Week 12/13	Seating and Positioning – Abilene State Supported Living Center
Week 14	ADL Lab
Week 15	Final Lab Practicum Lab Eval/Intervention Assignment Due
Week 16	---

Assignments/Due Dates/Point Value

Practicum I	Week 5	300
Simulation Assignment	Week 9	100
Wheelchair Assignment	Week 13/14	100
Lab Eval/Intervention Assignment	Week 15	200
Final Practicum	Week 15	300
Total		1000

Grade Criteria (no rounding for Course Grade)

Grade	Percent	Point Range	
A	90-100	900	1000
B	80-89	800	899
C	70-79	700	799
D	60-69	600	699
F	59 or below	0	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).

University Sponsored Absence:

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. There will be times that you will be asked to dress in a more professional manner based on clinic visits or for guest speakers.

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

<https://www.acu.edu/community/offices/administrative/office-of-theprovost/academic-integrity-policy/overview.html>

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

Assignments: Assignments are to be turned by the given date and time stated. Failure to turn the assignment in on time will result in a 10% deduction for the first day, and an additional 10% for the second and third day. If an assignment is more than 3 days late a zero will be recorded.

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 638 — Occupational Therapy for the Adult
Population II - 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 Donna Walls
Admin Building 315
(325)674-6524
djw14d@acu.edu

February 27, 2020

Re: Review of OCCT638

Dear Professor Walls,

Thank you for submitting the application for course *OCCT638: Occupational Therapy for the Adult Population II-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:

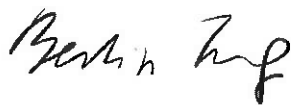
- The syllabus guideline requires "description of how learning and Christian faith are integrated in the course."
- Some information is included as placeholders for the time being, including term and year, which is fine. Please remember to add them when such information becomes available.
- The page for academic honesty should be:
<https://www.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy/overview.html>

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,



Director of Instructional Design, Adams Center