

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	OCCT 635
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Catherine Candler, OTR, PhD, BCP
2	Course Teacher	Catherine Candler
3	Course Title	Pediatric Evaluation, Assessment and Implementation with Lab
4	Course Abbreviation (if title is over 30 characters)	Ped Eval, Assess & Impl w/Lab
5	College	Education and Human Services
6	Department	Occupational Therapy
7	Number of Credit Hours	4
8	Is the course Fixed Credit or Variable Credit?	F
9	Is the course repeatable?	Y
10	Maximum number of times course may be repeated	1
11	Maximum number of hours credit	4
12	Explanation for variable credit	
13a	Course contact hours - LEC	2
13b	Course contact hours - Lab	2
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	7
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	25
17	Catalog Description (50 words or less)	Evidence-based occupational therapy evaluation, intervention, and service delivery for pediatric populations.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	
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	1
22b	How often will it be offered? Spring	0
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>	Fall, 2015
25	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
26	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes
27	Should the addition of this course be retroactively applied to the degree plan it supports? Yes/no and explain	No. This is a new program
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 chair of existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course meets Standards B.4.1, B.4.2, B.4.3, B.4.4, B.5.1, B.5.14, and B.5.17 of the Education Standards for the American Council for the Accreditation of OT Education (ACOTE). Standard B.4.1 - Students will use standardized and nonstandardized screening and assessment tools to determine the need for occupational therapy intervention. These tools include, but are not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the client, family, significant others, and community. Standard B.4.2 - Students will select appropriate assessment tools on the basis of client needs, contextual factors, and psychometric properties of tests. These must be culturally relevant, based on available evidence, and incorporate use of occupation in the assessment process. Standard B.4.3 – Students will use appropriate procedures and protocols (including standardized formats) when administering assessments. Standard B.4.4 - Students will evaluate client(s)' occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation. Evaluation of occupational performance using standardized and nonstandardized assessment tools includes • 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). • Performance patterns (e.g., habits, routines, rituals, roles). • Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social). Standard B.5.1 - Use evaluation findings to diagnose occupational performance and participation based on appropriate theoretical approaches, models of practice, frames of
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		reference, and interdisciplinary knowledge. 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. Standard B.5.14 - Provide management of feeding, eating, and swallowing to enable performance (including the process of bringing food or fluids from the plate or cup to the mouth, the ability to keep and manipulate food or fluid in the mouth, and swallowing assessment and management) and train others in precautions and techniques while considering client and contextual factors. Standard B.5.17 - Students will develop and promote the use of appropriate home and community programming to support performance in the client's natural environment and participation in all contexts relevant to the client.
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.	After completing this course, students will be able to identify, analyze and interpret pediatric inheritable diseases and genetic disorders that interfere with normal development.

2. Competencies and Measurements

ACOTE	SLO's	NBCOT	Assignment
B.4.1	Students will use standardized and nonstandardized screening and assessment tools to determine the need for occupational therapy intervention. These tools include, but are not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the	010103 010104 020101 020102 020103 020201 020202 020203	Assessment Reports: Specifically students will administer and interpret three types of occupational therapy assessments and document their reasoning in assessment reports.

	client, family, significant others, and community.		
B.4.2	Students will select appropriate assessment tools on the basis of client needs, contextual factors, and psychometric properties of tests. These must be culturally relevant, based on available evidence, and incorporate use of occupation in the assessment process.	010103 010104 010105 010202 010203 020102 020103 020201 020202 020203	Assessment Reports Exams
B.4.3	Students will use appropriate procedures and protocols (including standardized formats) when administering assessments.	010104	Assessment Reports Exams
B.4.4	Students will evaluate client(s)' occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation. Evaluation of occupational performance using standardized and nonstandardized assessment tools includes • 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). • Performance patterns (e.g., habits, routines, rituals, roles). • Context (e.g., cultural, personal, temporal, virtual) and environment (e.g.,	010101 010102 010103 010104 010105 010106 010201 010202 010203 020101 020102 020103	Assessment Reports Exams

	physical, social).		
B.5.1	Use evaluation findings to diagnose occupational performance and participation based on appropriate theoretical approaches, models of practice, frames of reference, and interdisciplinary knowledge. 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	10105 10201 10203 20101 20102 20103 20202 20203	Short Treatment Plans: Based on in-class experiences students will generate short treatment plans appropriate to specific pediatric populations Exams
B.5.14	Provide management of feeding, eating, and swallowing to enable performance (including the process of bringing food or fluids from the plate or cup to the mouth, the ability to keep and manipulate food or fluid in the mouth, and swallowing assessment and management) and train others in precautions and techniques while considering client and contextual factors.	30101 30109 30201 30208 40201 40202 40205	Short Treatment Plans: Based on in-class experiences students will generate short treatment plans appropriate to specific pediatric populations Exams
B.5.17	Students will develop and promote the use of appropriate home and community programming to support performance in the client's natural environment and participation in all contexts relevant to the client.	010203 020103 020202 020203 030111 030115 030214 030304 030307	Short Treatment Plans: Based on in-class experiences students will generate short treatment plans appropriate to specific pediatric populations Exams

3. Text and Resources

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

Required Texts:

Case-Smith, J. & O'Brien, J. (2014). *Occupational therapy for children and adolescents, 7th Ed.* Elsevier: St. Louis, MO.

Batshaw, M. L., Roizen, N. & Lotrecchiano, G.R. (2013). *Children with disabilities*, 7th Ed. Paul H. Brooks Publishing: Baltimore, MD.

Cahill, S. M. & Bowyer, P. L. (2015). *Cases in pediatric occupational therapy: Assessment and intervention*. SLACK Inc., Thorofare, NJ.

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 635

Primary Department


Department Chair

5-5-15
Date


Dean of the College

5.5.15
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 635

Course Title: _____

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 Scott 5.5.15
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

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

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

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

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

Pediatric Evaluation, Assessment and Implementation Syllabus



College of Education and Human Services

Department of Occupational Therapy

OCCT 635 Pediatric Evaluation, Assessment and Implementation with 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.

Credit Hours

4

Instructor and Contact Information

Catherine Candler, OTR, PhD, BCP

Amy Gibbs, OTR

All offices are located in the Hardin Administration Building Suite 204.

Please contact professors individually by email to arrange visit times.

Class time and location

Thursday, 8:00 am – 12:30 pm (Lab), 1:30 – 3:30 (Classroom Instruction), Administration Building, Room 317

About the Students

OCCT 635 is a graduate course in Master of Science in Occupational Therapy degree

Prerequisites

Life Span Development

Course Scripture

Mathew 19:14 *Jesus said, "Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."*

Course Content**Course Description**

Evidence-based occupational therapy evaluation, intervention, and service delivery for pediatric populations.

Course Objectives

ACOTE	SLO's
B.4.1	Students will use standardized and nonstandardized screening and assessment tools to determine the need for occupational therapy intervention. These tools include, but are not limited to, specified screening tools; assessments; skilled observations; occupational histories; consultations with other professionals; and interviews with the client, family, significant others, and community.
B.4.2	Students will select appropriate assessment tools on the basis of client needs, contextual factors, and psychometric properties of tests. These must be culturally relevant, based on available evidence, and incorporate use of occupation in the assessment process.
B.4.3	Students will use appropriate procedures and protocols

	(including standardized formats) when administering assessments.
B.4.4	Students will evaluate client(s)' occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation. Evaluation of occupational performance using standardized and nonstandardized assessment tools includes • 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). • Performance patterns (e.g., habits, routines, rituals, roles). • Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).
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). • Performance patterns (e.g., habits, routines, rituals, roles). • Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social). • Performance skills, including motor and praxis skills, sensory-perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills.
B.5.14	Students will provide management of feeding, eating, and

	swallowing to enable performance (including the process of bringing food or fluids from the plate or cup to the mouth, the ability to keep and manipulate food or fluid in the mouth, and swallowing assessment and management) and train others in precautions and techniques while considering client and contextual factors.
B.5.17	Students will develop and promote the use of appropriate home and community programming to support performance in the client's natural environment and participation in all contexts relevant to the client.

Teaching/Learning Methods

Readings

Lecture

Online Lecture and Learning Activities

Guided Discussion

Hands on skill training

Field experiences

Required Texts

Case-Smith, J. & O'Brien, J. (2014). *Occupational therapy for children and adolescents*, 7th Ed. Elsevier: St. Louis, MO.

Batshaw, M. L., Roizen, N. & Lotrecchiano, G.R. (2013). *Children with disabilities*, 7th Ed. Paul H. Brooks Publishing: Baltimore, MD.

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Competencies and Measurements:

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	and interviews with the client, family, significant others, and community.		
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B.4.3	Students will use appropriate procedures and protocols (including standardized formats) when administering assessments.	010104	Assessment Reports Exams
B.4.4	Students will evaluate client(s)' occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation. Evaluation of occupational performance using standardized and nonstandardized assessment tools includes • The occupational profile, including	010101 010102 010103 010104 010105 010106 010201 010202 010203 020101 020102 020103	Assessment Reports Exams

	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). • Performance patterns (e.g., habits, routines, rituals, roles). • Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).		
B.5.1	Students will use evaluation findings to diagnose occupational performance and participation based on appropriate theoretical approaches, models of practice, frames of reference, and interdisciplinary knowledge. Develop occupation-based intervention plans and strategies (including goals and methods to	10105 10201 10203 20101 20102 20103 20202 20203	Short Treatment Plans: Based on in-class experiences students will generate short treatment plans appropriate to specific pediatric populations Exams

	achieve them) on the basis of the stated needs of the client as well as data		
B.5.14	Students will learn to provide management of feeding, eating, and swallowing to enable performance (including the process of bringing food or fluids from the plate or cup to the mouth, the ability to keep and manipulate food or fluid in the mouth, and swallowing assessment and management) and train others in precautions and techniques while considering client and contextual factors.	30101 30109 30201 30208 40201 40202 40205	Short Treatment Plans: Based on in-class experiences students will generate short treatment plans appropriate to specific pediatric populations Exams
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Assignments:

70% Exams

- 15% Exam 1
- 15% Exam 2
- 15% Exam 3
- 25% Final

30% Assessment Reports

- 10% PDMS-2 Report
- 10% BOT-2 Report
- 10% SFA Report

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	59-00	599-000

PASS/FAIL Lab Assignments

All Lab Assignments must be successfully completed for a passing grade in the course

Short Treatment Plans generated from in-class experiences

- Sensory Profile
- ASI
- Ball assisted postural control intervention
- Handwriting
- Feeding

In-Class Assignments

- Demonstrate Floor time techniques
- Write a video social story
- Create an ap library

Course Schedule

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

Wk	Dates 2015	First Lecture		Lab	Second Lecture	
1	AUG 26-27	Childhood Occupations & their Assessment Name occupations predominant among children at specific developmental	Ch 3 Development of Childhood Occupations Ch 4 Adolescent Development: Transitioning from Child to	PDMS Administer the PDMS with fidelity Interpret and report results accurately	Play Name occupations predomi- nant among children at specific developmen tal stages.	Ch. 17 Play In-class Chapter Review and Lecture

		stages. Measure occupational performance using the REAL and SCOPE	Adult In-class Chapter Review and Lecture		Describe play interaction styles appropriate to pediatric practice	
2	SEP 2-3	Sensory Modulation Explain sensory modulation disorders. Distinguish between different approaches to sensory modulation disorders (Dunn, Miller, Wilbarger). Match sensory modulation interventions to subtypes of sensory modulation disorders	Ch 9 Sensory Integration In-class Chapter Review and Lecture	Sensory Profile Administer & interpret Adult Sensory Profile & create a sensory diet for self. Interpret and report results from Sensory Profile tools with accuracy.	Sensory Modulation Explain sensory modulation disorders. Distinguish between different approaches to sensory modulation disorders (Dunn, Miller, Wilbarger). Match sensory modulation interventions to subtypes of sensory modulation disorders	In-class Chapter Review and Lecture
3	SEP 9-10	Sensory Integration Explain the basis of sensory integration theory. Compare and contrast several theories of sensory	Ch 9 Sensory Integration In-class Chapter Review and Lecture	Ayres Sensory Integration Construct treatment set up for differing SI conditions Discrimi-	Sensory Integration Explain the basis of sensory integration theory. Compare and contrast several	Ch 9 Sensory Integration In-class Chapter Review and Lecture

		integration (ASI-Miller). Describe subtypes of sensory integration dysfunction (DSI). Match sensory integration based interventions to subtypes of DSI		nate between treatment approaches for differing SI conditions	theories of sensory integration (ASI-Miller). Describe subtypes of sensory integration dysfunction (DSI). Match sensory integration based interventions to subtypes of DSI	
4	SEP 16-17*	Social Participation Compare behavioral, floor time, and social skills training approaches for psychosocial intervention.	Ch. 11 Interventions to Promote Social Participation for Children with Mental Health & Behavioral Disorders Ch. 12 Social Participation for Youth Ages 12-21 In-class Chapter Review and Lecture	Floor Time	EXAM 1.	
5	SEP 23-24	Challenging Behaviors Describe the functions of challenging	Ch 13 Interventions, Strategies for Challenging Behaviors	Social Stories: Video modeling	Challenging Behaviors Describe the functions of	Ch 13 Interventions, Strategies for

		behaviors Explain positive behavioral support systems Identify implications of abuse issues	Batshaw Ch32 Behavior Principles, Assessment and Therapy In-class Chapter Review and Lecture		challenging behaviors Explain positive behavioral support systems Identify implications of abuse issues	Challenging Behaviors Batshaw Ch32 Behavior Principles, Assessment and Therapy In-class Chapter Review and Lecture
6	SEP 30- OCT 1	Development of Postural Control Describe the development of postural control using the maxims of motor development. Illustrate how knowledge of the developmental sequence of postural control can be used in clinical reasoning. Identify the elements that influence motor control as depicted in dynamic systems theory Distinguish the varied	Online Materials In-class lecture and learning activities	Postural Control Ball Techniques	Intervention for Neuromuscular Disorders Understand the mechanisms of muscle tone, including spasticity and reflexes Describe occupational therapy interventions for neuromas-cular issues. Describe medical interventions for neuromas-cular issues. Know the occupational	Ch. 28 Neuromotor: Cerebral Palsy

		influences of these elements in postural development from the perspective of dynamic systems theory.			therapists role in medical interventions for neuromas-cular issues.	
7	OCT 7-8	Motor Learning/ Motor Skill Describe the development of motor skill in children. Identify problems that may underlie poor motor skill development. Describe the approaches used by occupational therapists to address motor skill development. Physical activity-obesity issues	Ch. 7 Application of Motor Control/Motor Learning to Practice In-class Chapter Review and Lecture	BOT-2 Administer the BOT-2 with fidelity	Motor Learning/ Motor Skill Describe the development of motor skill in children. Identify problems that may underlie poor motor skill development. Describe the approaches used by occupational therapists to address motor skill development, strength, balance, coordination	Ch. 7 Application of Motor Control/Motor Learning to Practice In-class Chapter Review and Lecture
8	OCT 14-15	CO-OP Explain the principles of the cognitive approach	Ch. 10. Cognitive Interventions for Children	Sensorimot or inter-ventions/ motor labs	EXAM 2.	

		Design motor skill intervention using CO-OP				
9	OCT 21-22**	Fine Motor Development Fine Motor Skill	Ch. 8. Hand Function Evaluation and Intervention Online Learning	Field Trips ABA-Feeding-Social-Massage-Pool	Fine Motor Intervention	Ch 29. Pediatric Hand Therapy Online Learning
10	OCT 28-29**	Fine Motor Development Fine Motor Skill Online	Ch. 8. Hand Function Evaluation and Intervention Online Learning	Field Trips ABA-Feeding-Social-Massage-Pool	Fine Motor Intervention	Ch 29. Pediatric Hand Therapy Online Learning
11	NOV 4-5***	Fine Motor Skills/ Handwriting Describe the development of fine motor skill and visual perception Identify problems that may underlie poor fine motor skill and visual perception. Identify the developmental sequences of handwriting Apply concepts learned to the fine motor/visual perception occupation of	Ch 18 Prewriting and Handwriting Skills In-class Chapter Review and Lecture	Handwriting	Fine Motor Skills/ Handwriting Describe the development of fine motor skill and visual perception Identify problems that may underlie poor fine motor skill and visual perception. Identify the developmental sequences of hand-writing	Ch 18 Prewriting and Handwriting Skills In-class Chapter Review and Lecture

		handwriting			Apply concepts learned to the fine motor/ visual perception occupation of hand-writing	
12	NOV 11-12	Universal Learning Designs	Ch. 19. Influencing Participation through Assistive Technology and Universal Access In-class Chapter Review and Lecture Exploration of use of aps for learning and therapy	School Function Assessment	Feeding Understand the mechanisms of eating. Describe common interferences for successful feeding and eating. Explain the procedures of occupational therapy evaluation for feeding. Match problems with feeding/eating with appropriate occupational therapy intervention Touch on obesity	Ch 14 Feeding Intervention Batshaw Ch9 Feeding and its Disorders Batshaw Ch8 Nutrition and Children with Disabilities In-class Chapter Review and Lecture

13	NOV 18-19	Feeding Understand the mechanisms of eating. Describe common interferences for successful feeding and eating. Explain the procedures of occupational therapy evaluation for feeding. Match problems with feeding/eating with appropriate occupational therapy intervention	Ch 14 Feeding Intervention Batshaw Ch9 Feeding and its Disorders Batshaw Ch8 Nutrition and Children with Disabilities In-class Chapter Review and Lecture	Feeding	Exam 3	
14	THANKS GIVING					
15	DEC 2-3	NICU Identify common medical conditions in preterm and high risk infants. Explain the principles of developmental care. Describe occupational	Ch. 21 Neonatal Intensive Care Unit	Infant Massage	Review	

		therapy practice in the NICU				
16	FINALS WEEK	FINAL				

Grade Criteria:**70% Exams**

- 15% Exam 1
- 15% Exam 2
- 15% Exam 3
- 25% Final

30% Assessment Reports

- 10% PDMS-2 Report
- 10% BOT-2 Report
- 10% SFA Report

PASS/FAIL Lab Assignments

All Lab Assignments must be successfully completed for a passing grade in the course

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

MEMORANDUM

DATE: May 5, 2015
TO: Dr. Hope Martin
FROM: Mark McCallon, Associate Dean for Library Resources
RE: Course Application for OCCT 635 – Pediatrics in Occupational Therapy

After reviewing the course application and syllabus, the library should be able to adequately support the proposed course depending on the topic. Please let assigned faculty know that they can contact the library's Occupational Therapy Liaison Mark McCallon (mccallonm@acu.edu) for specific resources that the library needs to purchase for the course. Thank you for letting us examine the course proposal.

Wednesday, April 29, 2015

Abilene Christian University

Re: OCCT 635 Application

Dear Catherine and Hope,

The Adams Center has completed the review OCCT 635: Pediatric Evaluation, Assessment, and Implementation with Lab. 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.

- Please add the grading scale to the syllabus.
- 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,

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