

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	OCCT 695
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Catherine Candler, OTR, PhD, BCP Kari Williams, OTR
2	Course Teacher	Catherine Candler Kari Williams
3	Course Title	Pediatrics Fieldwork Level I
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?	
9	Is the course repeatable?	Yes
10	Maximum number of times course may be repeated	1
11	Maximum number of hours credit	2
12	Explanation for variable credit	
13a	Course contact hours - LEC	1
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	1
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	4
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	25
17	Catalog Description (50 words or less)	This course will provide field experience in the content area of pediatrics.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Human and Life Span Development; OCCT 690
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 completed "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
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	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.</i> <i>(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.4.10, B.5.2, B.5.3, B.5.20, B.5.21, B.5.22, B.5.23, B.5.28, B.5.29, B.5.31, B.5.32, B.6.1, and B.6.2 of the Education Standards for the American Council for the Accreditation of OT Education (ACOTE). Standard B.4.10 - Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services. Standard B.5.2 - Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADLs, IADLs, education, work, play, rest, sleep, leisure, and social participation. Standard B.5.3 - Provide therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods). Standard B.5.20 - Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner. Standard B.5.21 - Effectively communicate and work interprofessionally with those who provide services to individuals, organizations, and/or populations in order to clarify each member's responsibility in executing an intervention plan. Standard B.5.22 - Refer to specialists (both internal and external to the profession) for consultation and intervention. Standard B.5.23 - Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client, the sociocultural context, and technological advances. Standard B.5.28 - Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational
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		therapy intervention and the need for continued or modified intervention. Standard B.5.29 - Plan for discharge, in collaboration with the client, by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment. This process includes, but is not limited to, identification of client's current status within the continuum of care; identification of community, human, and fiscal resources; recommendations for environmental adaptations; and home programming to facilitate the client's progression along the continuum toward outcome goals. Standard B.5.31 - Terminate occupational therapy services when stated outcomes have been achieved or it has been determined that they cannot be achieved. This process includes developing a summary of occupational therapy outcomes, appropriate recommendations, and referrals and discussion of post-discharge needs with the client and with appropriate others. Standard B.5.32 - Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services. Documentation must effectively communicate the need and rationale for occupational therapy services and must be appropriate to the context in which the service is delivered. Standard B.6.1 - Evaluate and address the various contexts of health care, education, community, political, and social systems as they relate to the practice of occupational therapy. Standard B.6.2 - Analyze the current policy issues and the social, economic, political, geographic, and demographic factors that influence the various contexts for practice of occupational therapy.
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.	

2. Competencies and Measurements

ACOTE	SLO's	NBCOT	Assignment
B.4.10	Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services.	20102 40202 40206	See Session 3: Documentation for Early Intervention Settings 10%
B.5.2	Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADLs, IADLs, education, work, play, rest, sleep, leisure, and social participation.	30101 30107 30108 30109 30110 30111 30112 30113 30114 30115 30201 30202 30207 30208 30209 30210 30211 30213 30214 30301 30303 30304 30305 30306 30307	Case Study report with rationale for intervention chosen
B.5.3	Provide therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory	30101 30102 30103 30104 30114 30201	Fieldwork Experience

	methods).	30203 30204 30212	
		30301 30303 30306	
B.5.20	Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner.	20103 20201 20202 30115 30214 30307 40206	Fieldwork Experience and Documentation in Clinical Outpatient settings
B.5.21	Effectively communicate and work inter-professionally with those who provide services to individuals, organizations, and/or populations in order to clarify each member's responsibility in executing an intervention plan.	20103 20201 20202 30115 30214 30307 40206	Fieldwork Experience
B.5.22	Refer to specialists (both internal and external to the profession) for consultation and intervention.	20201 20202	Fieldwork Experience and Documentation for School-Based Settings
B.5.23	Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client, the sociocultural context, and technological advances.	10105 10106 10202 10203 20102 20203 30101 30107 30108 30113 30115 30201 30207 30211 30212 30214 30301 30304 30305 30307	Fieldwork Professional Evaluation
B.5.28	Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and	10105 10106 10203 20101 20102 20201	Fieldwork Professional Evaluation

	the need for continued or modified intervention.	20202 20203 30108	
		30114 30115 30213 30214 30306 30307	
B.5.29	Plan for discharge, in collaboration with the client, by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment. This process includes, but is not limited to, identification of client's current status within the continuum of care; identification of community, human, and fiscal resources; recommendations for environmental adaptations; and home programming to facilitate the client's progression along the continuum toward outcome goals.	10105 10203 20101 20102 20201 20202 20203 30107 30108 30110 30111 30112 30113 30114 30115 30207 30209 30210 30211 30212 30213 30214 30304 30305 30307	Fieldwork Experience Case Study Report
B.5.31	Terminate occupational therapy services when stated outcomes have been achieved or it has been determined that they cannot be achieved. This process includes developing a summary of occupational therapy outcomes, appropriate recommendations, and referrals and discussion of post-discharge needs with the client and with appropriate others.	20102 20201 20202 20203 30111 40206	Fieldwork Experience Case Study Report
B.5.32	Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services. Documentation	40206	Documentation for: Early Intervention Settings; Outpatient Clinical Settings; And School Based Settings

	must effectively communicate the need and rationale for occupational therapy services and must be appropriate to the context in which the service is delivered.		
B.6.1	Evaluate and address the various contexts of health care, education, community, political, and social systems as they relate to the practice of occupational therapy.	10105 10203 20102 20202 20203 30115 30214 30307	Fieldwork Professional Evaluation
B.6.2	Analyze the current policy issues and the social, economic, political, geographic, and demographic factors that influence the various contexts for practice of occupational therapy.	40202	Case Study Report

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.

Gateley, C. & Borchering, S. (2012). *Documentation Manual for Occupational Therapy*. 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 695

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

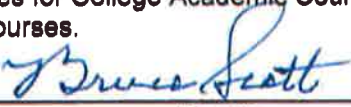
VI. Actions *Place all actions on one page.*

Course ID: OCCT 695

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 ☐  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:

ACU Syllabus Checklist

Revised on July 15, 2014 based on ACU New Course Application v10.5.

Course Title and Number

OCCT 695 Pediatrics Fi

Reviewer

David Christianson

Developer

Catherine Candler & Kai

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?

Please add the semester and year.
Please add the instructors' title/rank, contact information, office location,
office hours, and contact expectations.
Students may benefit from a more expansive course description.
Please add the grading scale for this course.
Please describe how learning and Christian faith will be integrated in this
course.

Submit

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Pediatrics Fieldwork Level I Syllabus



College of Education and Human Services

Department of Occupational Therapy

OCCT 695 Pediatrics Fieldwork Level I

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

Catherine Candler, OTR, PhD, BCP

Kari Williams, OTR, MS

Class time and location

Fall Semester 2015

Lab times Thursdays 1/2 class 8:00 am to 10:00 am; ½ class 10 am-12pm

West Texas Rehab Center

About the Students

OCCT 695 is a graduate course in Master of Science in Occupational Therapy degree

Prerequisites

Human and Life Span Development; OCCT 690

Course Scripture:

Matthew 25:45

He will reply, 'I tell you the truth, whatever you did not do for one of the least of these, you did not do for me.' (NIV)

Course Content**Course Description**

This course will provide field experience in the clinical area of Pediatrics. Students will be mentored by a Clinical Instructor at their site and will be given opportunity for student/patient interaction.

Course Objectives

ACOTE	SLO's
B.4.10	Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services.
B.5.2	Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADLs, IADLs, education, work, play, rest, sleep,

	leisure, and social participation.
B.5.3	Provide therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods).
B.5.20	Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner.
B.5.21	Effectively communicate and work interprofessionally with those who provide services to individuals, organizations, and/or populations in order to clarify each member's responsibility in executing an intervention plan.
B.5.22	Refer to specialists (both internal and external to the profession) for consultation and intervention.
B.5.23	Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client, the sociocultural context, and technological advances.
B.5.28	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.5.29	Plan for discharge, in collaboration with the client, by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment. This process includes, but is not limited to, identification of client's current status within the continuum of care; identification of community, human, and fiscal resources; recommendations for environmental adaptations; and home programming to facilitate the client's progression along the continuum toward outcome goals.
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B.6.1	Evaluate and address the various contexts of health care, education, community, political, and social systems as they relate to the practice of occupational therapy.
B.6.2	Analyze the current policy issues and the social, economic, political, geographic, and demographic factors that influence the various contexts for practice of occupational therapy.

Teaching/Learning Methods

Required Texts:

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

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Supporting Course Documents:

Competencies and Measurements:

ACOTE	SLO's	NBCOT	Assignment
B.4.10	Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services.	20102 40202 40206	See Session 3: Documentation for Early Intervention Settings 10%
B.5.2	Select and provide direct occupational therapy interventions	30101 30107 30108	Case Study report with rationale for intervention chosen

	and procedures to enhance safety, health and wellness, and performance in ADLs, IADLs, education, work, play, rest, sleep, leisure, and social participation.	30109 30110 30111 30112 30113 30114 30115 30201 30202 30207 30208 30209 30210 30211 30213 30214 30301 30303 30304 30305 30306 30307	
B.5.3	Provide therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods).	30101 30102 30103 30104 30114 30201 30203 30204 30212 30301 30303 30306	Fieldwork Experience
B.5.20	Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner.	20103 20201 20202 30115 30214 30307 40206	Fieldwork Experience and Documentation in Clinical Outpatient settings

B.5.21	Effectively communicate and work inter-professionally with those who provide services to individuals, organizations, and/or populations in order to clarify each member's responsibility in executing an intervention plan.	20103 20201 20202 30115 30214 30307 40206	Fieldwork Experience
B.5.22	Refer to specialists (both internal and external to the profession) for consultation and intervention.	20201 20202	Fieldwork Experience and Documentation for School-Based Settings
B.5.23	Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client, the sociocultural context, and technological advances.	10105 10106 10202 10203 20102 20203 30101 30107 30108 30113 30115 30201 30207 30211 30212 30214 30301 30304 30305 30307	Fieldwork Professional Evaluation
B.5.28	Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy	10105 10106 10203 20101 20102 20201	Fieldwork Professional Evaluation

	intervention and the need for continued or modified intervention.	20202 20203 30108 30114 30115 30213 30214 30306 30307	
B.5.29	Plan for discharge, in collaboration with the client, by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment. This process includes, but is not limited to, identification of client's current status within the continuum of care; identification of community, human, and fiscal resources; recommendations for environmental adaptations; and home programming to facilitate the client's progression along the continuum toward outcome goals.	10105 10203 20101 20102 20201 20202 20203 30107 30108 30110 30111 30112 30113 30114 30115 30207 30209 30210 30211 30212 30213 30214 30304 30305 30307	Fieldwork Experience Case Study Report
B.5.31	Terminate occupational therapy services when stated outcomes have been achieved or it has been determined that they cannot be achieved. This process includes developing a summary of	20102 20201 20202 20203 30111 40206	Fieldwork Experience Case Study Report

	occupational therapy outcomes,		
	appropriate recommendations, and referrals and discussion of post-discharge needs with the client and with appropriate others.		
B.5.32	Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services. Documentation must effectively communicate the need and rationale for occupational therapy services and must be appropriate to the context in which the service is delivered.	40206	Documentation for: Early Intervention Settings; Outpatient Clinical Settings; And School Based Settings
B.6.1	Evaluate and address the various contexts of health care, education, community, political, and social systems as they relate to the practice of occupational therapy.	10105 10203 20102 20202 20203 30115 30214 30307	Fieldwork Professional Evaluation
B.6.2	Analyze the current policy issues and the social, economic, political, geographic, and demographic factors that influence the various contexts for practice of occupational therapy.	40202	Case Study Report

Course Schedule

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

Date	Topic	Assignment	Percent of Grade
Session 1	Families and Early Intervening Services	Ch 5 Working with Families Ch 22 Early Intervention <i>Also Batshaw Ch30 Early Intervention</i>	
Session 2	Developmental Delay	<i>Batshaw</i> Ch 14 Patterns in Development and Disability <i>Batshaw</i> Ch 17 Developmental Delay and Intellectual Disability In-class case study	
Session 3	Sensory Integration Dysfunction	Ch 9 Sensory Integration In-class case study	Documentation for early intervention settings due: 10%
Session 4	Autism	Ch 27 Autism Batshaw Ch 21 Autism Spectrum Disorders In-class case study	
Session 5	School-based Occupational Therapy	Batshaw Ch 31 Special Education Services Ch 23 School based Occupational Therapy	

Session 6	Cerebral Palsy	Ch 28 Neuromotor: Cerebral Palsy	Documentation for outpatient clinical settings due: 10%
		Batshaw Ch 24 Cerebral Palsy In-class case study	
Session 7	Developmental Coordination Disorder	Online resources In-class case study	
Session 8	Fieldwork 1 Assignment Protocols	Preparation for fieldwork	
Session 9	Fieldwork Experience		
Session 10	Fieldwork Experience		
Session 11	Fieldwork Reflection	Fieldwork reflection	Fieldwork Professional Evaluation 25%
Session 12	Learning Disabilities/ADHD	Batshaw Ch 23 Specific Learning Disability Batshaw Ch 22 Attention Deficits and Hyperactivity In-class case study	Documentation for school-based settings due: 10%
Session 13	Case Study	Case study presentation	
Session 14	Case Study	Case study presentation	
Session 15	Case Study	Case study presentation	Full case study report due: 25%
	Final	Final Exam	Final Exam 20%

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	59-50	500	599

Please cut and Paste the chart for 100% here

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 the 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

MEMORANDUM

DATE: May 5, 2015
TO: Dr. Hope Martin
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Proposal, OCCT 695 – Pediatrics Fieldwork Level I

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, April 30, 2015

Abilene Christian University

Re: OCCT 695 Application

Dear Hope,

The Adams Center for Teaching and Learning has completed the review OCCT 695: Pediatrics Fieldwork Level I. 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 semester and year.
- Please add the instructors' title/rank, contact information, office location, office hours, and contact expectations.
- Students may benefit from a more expansive course description.
- Please add the grading scale for this course and remove the language requesting that it be copied and pasted.
- 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