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| For Academic Affairs and Research Use Only | |
| CIP Code: |  |
| Degree Code: |  |

**New Course Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[X] Graduate Council**

|  |
| --- |
| **[X] New Course or [ ]Experimental Course (1-time offering) (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to [curriculum@astate.edu](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

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| --- | --- |
| Christine E Wright 2/27/2019 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Christine E Wright 2/27/2019 **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (If applicable)** |
| Evi Taylor 3/7/2019 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Susan Hanrahan 3/7/2019 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

Christine Wright, [cwright@astate.edu](mailto:cwright@astate.edu), 870-972-2274

2. Proposed Starting Term and Bulletin Year

Fall 2019

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. ) OTD 5121

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Occupational Adaptation Theory

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

Fundamental elements of Occupational Adaptation theory as well as the literature that created the OA framework. Students will learn basic application of OA theory to practice.

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. **Yes** Are there any prerequisites?
   1. If yes, which ones?

Admission to the OTD Program.

* 1. Why or why not?

The course will not be offered outside of the OTD program.

1. **Yes** Is this course restricted to a specific major?
   1. If yes, which major? Occupational Therapy Doctorate

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

Enter text...

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard Letter

10. **No** Is this course dual listed (undergraduate/graduate)?

11. **No** Is this course cross listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)*

**11.1** – If yes, please list the prefix and course number of cross listed course.

Enter text...

**11.2** – **Yes / No** Are these courses offered for equivalent credit?

Please explain. Enter text...

12. **No** Is this course in support of a new program?

a. If yes, what program?

Enter text...

13. **No** Does this course replace a course being deleted?

a. If yes, what course?

Enter text...

14. **No** Will this course be equivalent to a deleted course?

a. If yes, which course?

Enter text...

15. **Yes** Has it been confirmed that this course number is available for use?

*If no: Contact Registrar’s Office for assistance.*

Course prefix number provided and approved by Meredith McFadden.

16. **No** Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

| **Course Agenda** | | | |
| --- | --- | --- | --- |
| **Session** | **Date** | **Topic** | **Reading/Homework Assignments** |
| **Part I: The Classics** | | | |
|  |  | Fundamental tenets of Occupational Therapy | Meyer, A. (1922). The Philosophy of Occupational Therapy  Reilly, M. (1962). Occupational Therapy can be one of the great ideas of 20th century medicine. |
|  |  | Fundamental tenets of Occupational Therapy | Yerxa, E. (1966). Authentic Occupational Therapy. |
|  |  | Motivation | Florey, L. (1969). Intrinsic motivation: the dynamics of occupational therapy theory.  Smith Brewster, M. (1974). Competence and adaptation. |
|  |  | Why adaptation? | Shannon, P. (1977). The derailment of occupational therapy.  Kielhofner, G. (1977). Temporal adaptation: A conceptual framework for occupational therapy. |
|  |  |  | Fidler, G. & Fidler, J. Doing and becoming: Purposeful action and self-actualization.  King, L. (1978). Toward a science of adaptive responses. |
|  |  | Basic science and adaptation | Huss, A. (1981). From Kinesiology to adaptation.  Kleinman, B. and Bulkey, B. (1982). Some implications of a science of adaptive responses. |
|  |  | Why OT and OA? | Fine, S.B. (1991). Resilience and human adaptability.  Wood, W. (1995). Weaving the warp and weft of occupational therapy: An art and science for all times |
|  |  | **Midterm Exam** |  |
| **Part II: Theory of Occupational Adaptation** | | | |
|  |  | Defining the parts of OA | Grajo, Ch. 1 & 2  Schkade, J.K. and Schhltz, S. (1992). Occupational adaptation: Toward a holistic approach for contemporary practice, part I. |
|  |  | Neuroscience and OA | Grajo, Ch. 3 & 4 |
|  |  | OA Elements | Grajo, Ch. 5 |
|  |  | OA Elements | Video case study |
|  |  | The Lived Experience of OA | Grajo, Ch. 10 |
|  |  | Applying OA to practice | Schkade, J.K. and Schhltz, S. (1992). Occupational adaptation: Toward a holistic approach for contemporary practice, part II. |
|  |  | **OA Elements Project Presentations** |  |
|  |  | **Final Exam** |  |

18. Special features (e.g. labs, exhibits, site visitations, etc.)

N/A

19. Department staffing and classroom/lab resources

Dr. Christine Wright will teach course and request classroom space in the College of Nursing and Health Professions.

1. Will this require additional faculty, supplies, etc.?

No

20. **No** Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

21. Justification for course being included in program. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

ACOTE found deficiencies in standard A.6.7. Citing specifically that the “the curriculum design does not provide the basis for program planning, implementation, and evaluation” and that the course content did not contain appropriate rigor for doctoral level of education. Theory as a guide to practice is a deeply embedded value of the occupational therapy profession. Occupational Therapy professional education is no different. Although we teach all the frames of reference as they apply to clinical populations, we believe that the central tenets of Occupational Therapy are occupation and adaptation. Therefore, Occupational Adaptation should be the theory that guides our program. Please see new curriculum design below for more information about the academic rationale. The goals for the course are:

At the conclusion of the course, the learner will:

1. Understand the elements of the Theory of Occupational Adaptation.
2. Evaluate and analyze the classic literature that supports the development of the Theory of Occupational Adaptation.
3. Understand the new curriculum design for the Occupational Therapy Doctoral Program at Arkansas State University.
4. Apply the Theory of Occupational Adaptation for personal and professional development.
5. Apply basic OA application techniques for entry-level practice.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive. **See rationale in 21a above.**

c. Student population served.

Occupational Therapy Doctorate Program

d. Rationale for the level of the course (lower, upper, or graduate).

The course is only offered at the graduate level because we are a doctoral program.

**Assessment**

**Relationship with Current Program-Level Assessment Process**

22. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

Program outcome 1: Use professional reasoning to name and frame clinical situations in order to provide evidence and occupation-based interventions. Program outcome 2: Provide intervention that is ethically, socially, economically, politically, and environmentally relevant to individuals and populations in the lower Mississippi delta region.

The course will not fit into the current program assessment process because the new curriculum design will replace the current program assessment process.

23. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 1 (from question #23)** | Use professional reasoning to name and frame clinical situations in order to provide evidence and occupation-based interventions. |
| Assessment Measure | Certification exam |
| Assessment  Timetable | Fall Year 1, Annually |
| Who is responsible for assessing and reporting on the results? | Dr. Christine Wright – course instructor and OT department curriculum committee. |

*(Repeat if this new course will support additional program-level outcomes)*

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| **Program-Level Outcome 1 (from question #23)** | Provide intervention that is ethically, socially, economically, politically, and environmentally relevant to individuals and populations in the lower Mississippi delta region. |
| Assessment Measure | Certification exam |
| Assessment  Timetable | Fall Year 1, Annually |
| Who is responsible for assessing and reporting on the results? | Dr. Christine Wright – course instructor and OT department curriculum committee. |

**Course-Level Outcomes**

24. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| --- | --- |
| **Outcome 1** | Understand the elements of the Theory of Occupational Adaptation. |
| Which learning activities are responsible for this outcome? | Reading  Lecture  Group Discussion |
| Assessment Measure | Exam |

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | Evaluate and analyze classic literature that supported the development of the Theory of Occupational Adaptation |
| Which learning activities are responsible for this outcome? | Reading  Learning through discussion  Article Analysis |
| Assessment Measure | Essays on each literature article |

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| --- | --- |
| **Outcome 3** | Understand the new curriculum design for the Occupational Therapy Doctoral Program at Arkansas State University. |
| Which learning activities are responsible for this outcome? | Reading  Lecture  Group discussion |
| Assessment Measure | Exam |

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| **Outcome 4** | Understand how to apply the Theory of Occupational Adaptation for personal and professional development. |
| Which learning activities are responsible for this outcome? | Reading  Small and large group discussion  Video case study |
| Assessment Measure | Case study |

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| **Outcome 5** | Understand basic OA application techniques for entry-level practice. |
| Which learning activities are responsible for this outcome? | Reading  Small group case study analysis |
| Assessment Measure | Case study evaluations |

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

**Occupational Therapy (OTD)**

**OTD 5012.** History of Occupational Science

Development of occupational therapy (OT) and occupational science (OS) at beginning of the 1900’s/21st century respectively. Development of the profession and the science related to the sociology of professions and disciplinary and professional status related to societal need. Prerequisite, Admission to the OTD Program. Summer.

**OTD 5023.** Pathology and Disease

Provides an overview of clinical conditions commonly seen in the practice of occupational therapy across the lifespan. Students will learn disease epidemiology, signs, symptoms, pathophysiology, psychopathy, disease course and prognosis. Prerequisite, Admission to the OTD Program. Summer.

**OTD 5043.** Technology and Skills

First in a series of courses on the domain of technology related to OT practice. Fundamental skills for OT practice across the lifespan will be covered. Prerequisite, Admission to the OTD Program. Summer.

**OTD 5074.** Practice I: Pediatrics

Types of reasoning used by occupational therapists is summarized. The progression from novice to expert reasoning is delineated. Prerequisite, Admission to the OTD Program. Fall.

**OTD 5092.** Research I: Research in Occupational Science

The most commonly used theories in occupational therapy practice will be covered and compared. The relationship of tests, measurements and other data for the purpose of establishing or delivering evidence based practice or theory development will be covered. Prerequisite, Admission to the OTD Program. Fall.

*OTD 5121. Occupational Adaptation Theory*

*Fundamental elements of OA theory as well as the literature that created the OA framework. Students will learn basic application of OA theory to practice. Prerequisite, Admission to the OTD program.*

**OTD 5142.** Research II: Descriptive Research Provides the entry level therapist with the

skills necessary for practice. Class will have both didactic and application components. A primary

focus will be on descriptive research. Prerequisite, Admission to the OTD Program. Spring.

**OTD 5151.** Level I Fieldwork: Psychosocial

Fieldwork to integrate and apply knowledge and understanding from coursework in a real life setting. Experiences related to OT service delivery in pediatric setting or pediatric related organizations. Prerequisite, Admission to the OTD Program. Spring.

**OTD 5173.** Practice II: Adolescence and Adulthood

This course introduces learners to the developmental life stages experienced during adolescence

and adulthood. Students will develop skills in clinical evaluation and treatment planning and measurement interpretation for adolescent and adult clients. Prerequisite, Admission to the OTD Program. Summer.

**OTD 5183.** Fundamentals of Occupational Therapy I

First in a series of courses focused on the development of practical skills fundamental to best practice. Topics including clinical documentation and the administration of evidenced-based assessments and interventions will be introduced to students in Fundamentals I. Prerequisite, admission to the OTD Program. Spring.

**OTD 5201.** Fieldwork: Pediatrics

Clinical fieldwork experience will introduce students to occupational therapy services for children (birth-13th years of age). This course requires supervision from a licensed occupational therapist and will include learning in pediatric clinical setting to develop the learner’s observational skills and analytical processing. Prerequisite, admission to the OTD Program. Spring.

**OTD 5283.** Fundamentals of Occupational Therapy II

This course builds upon Fundamentals I through emphasis on environmental modifications and adaptations to support clients in their achieving optimal occupational performance. Summer. Prerequisite, Admission to the OTD Program. Summer.

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