

Graduate Council Agenda
Wednesday, February 26, 2014 @ 1 pm
Graduate School Conference Room

Present: Drs. Ontko, Sustich, Schmidt, Gilbert, Hansen, Welsh, Clifft, Roe (Jones),
Drake, Green, McKay, McLean and MS. Finch, Li and Tejada. Visiting: Dr. Hanrahan

Minutes from the February 10 meeting **APPROVED**

Education and Behavioral Science

COUN 6123 Intro to Play Therapy **TABLED**
Psy & Coun Bulletin Change **TABLED**
Psy & Coun editorial & course description changes **TABLED**
Psy & Coun internship grade changes **TABLED**

Humanities and Social Sciences

ENG 5103 Intro to Contemporary Lit Theory deletion **APPROVED**
ENG 5711 Preceptorship in Writing Studies **TABLED**
MA SOC Application & App deadline change **APPROVED**
MA-Criminal Justice Application & App deadline change **APPROVED**

Nursing and Health Professions

New Program-OTD Occupational Therapy Doctorate **APPROVED**
OTD 625V Level II Fieldwork **APPROVED**
OTD 720V Level II Fieldwork **APPROVED**
OTD 726V Level III Fieldwork Doctoral Rotation **APPROVED**
OTD 5012 History of Occupational Science **APPROVED**
OTD 5023 Pathology & Disability **APPROVED**
OTD 5034 Practice I Primary Care **APPROVED**
OTD 5043 Technology I Skills Training **APPROVED**
OTD 5073 Practice 2 Occupational Science **APPROVED**
OTD 5083 Technology 2 Function **APPROVED**
OTD 5092 Research I Occupational Science **APPROVED**
OTD 5101 Level I Fieldwork Adults **APPROVED**
OTD 5123 Practice 3 Pediatrics **APPROVED**
OTD 5133 Technology 3 Environment **APPROVED**
OTD 5142 Research 2 Descriptive Research **APPROVED**
OTD 5151 Level I Fieldwork Pediatrics **APPROVED**
OTD 6164 Practice 4 Aging Adults **APPROVED**
OTD 6173 Technology 4 Electronic Communications **APPROVED**
OTD 6182 Research 3 Experimental Research **APPROVED**
OTD 6191 Level I Fieldwork Aging Adults **APPROVED**
OTD 6203 Practice 5 Health & Wellness **APPROVED**
OTD 6213 Technology 5 Informatics **APPROVED**
OTD 6222 Research 4 Qualitative Research **APPROVED**
OTD 6231 Level I Fieldwork Interprofessional Practice **APPROVED**
OTD 6243 Professional Practice Seminar **APPROVED**
OTD 7213 Practice 6 Population Health **APPROVED**

OTD 7222 Research 5 Scholarship of Application **APPROVED**
OTD 7232 Advocacy & Leadership **APPROVED**
OTD 7242 Development and Assessment **APPROVED**
OTD 7252 Health Care Delivery **APPROVED**
OTD 7272 Capstone **APPROVED**

Graduate Faculty

Terry Spurlock-committee member for thesis **APPROVED**
Carolyn Pounce **APPROVED**

Graduate Faculty Standards

Business **APPROVED**
Communication Disorders **TABLED**
College Student Personnel Services **TABLED**
History **TABLED**
Master of Arts in Teaching-mid-level **TABLED**
Mid-Level **TABLED**
Molecular Biosciences **APPROVED with changes**
Physical Therapy **APPROVED**

Minutes of the Graduate Council February 10, 2014

Monday, February 10, 2014 at 1pm
Graduate School Conference room

Role and Scope of the Graduate Council:

The Graduate Council provides guidance and direction for the university's graduate programs. The Council considers and recommends graduate curriculum changes and new programs; policies on graduate admission, academic standards, and graduation requirements; policies on graduate faculty status; policies regarding graduate assistants; and policies on graduate stipends and assistantships and their distribution to programs. Membership on the Graduate Council consists of one tenured graduate faculty member from each college with graduate programs. Colleges with doctoral programs will have an additional faculty representative from the doctoral program(s). Two graduate students appointed by the Graduate Student Council will serve on the committee. The Graduate Dean and the Director of Assessment Services will serve on the Council as ex-officio, nonvoting members. This council reports to the VCAAR through the Dean of the Graduate School.

Call to Order

Meeting called to order by Dr. Andrew Sustich at 1:03 PM.

Attendance

Members Present – Allyn Ontko, Andrew Sustich, Angela Schmidt, Byron Keys, Dalia Tejada, David Cox (proxy for David Holman), Erik Gilbert, Gil Fowler, Greg Hansen, Josie Welsh, Malathi Srivatsan, Michele McGinnis, Rick Clift, Russ Jones, Shawn Drake, Steve Bounds, Tanja McKay, Tracy Finch, Will McLean

Members Absent – David Holman, Ed Owen, Steve Green

Visitors – Thilla Sivakumaran, George Foldesy, Amany Saleh

Approval of Minutes

Approved minutes from December 10 meeting as corrected – Motion Jones, Second Schmidt

New Programs

Science

New Program- MBS - already approved except for changes to section 7
Motion Jones; Second Clift - approved

Education

- New Program-PhD in Global Education –

Approved with change in language requirement to demonstrate language proficiency and correct GRE requirement to reflect 50th percentile. Motion – McLean, Second Jones

- GLED 8103 Global Perspectives in Curriculum Theory
- GLED 8203 Global Education Economics, Politics, and Policy
- ELCI 8303 Curriculum Ideology and Design
- GLED 8403 Global Special Topics Seminar
- GLED 8503 Education for a Global Society

Approved – with minor changes to assessments listed, Motion Hansen ; Second Bounds

- Change course # ELFN 7783 Advanced Educational Statistics to ELFN 8483
- Change course # ELFN 7773 Advanced Educational Research to ELFN 8473

Approved – Motion Jones; Second Drake

- Remove GRE requirement from Physical Education-MSE
- Remove GRE requirement from Exercise Science-MS

Approved – Motion Jones; Second Bounds

Nursing

- Remove Prerequisites from DPEM 6553 Leading Hospital Response to Mass Casualtiesm

Approved – Motion McLean; Second Fowler

Temporary Faculty Status forms

Fredonia Bean - approved to teach ELCI7523 Motion Fowler; Second Jones

Shannon Lewis – approved Motion Fowler; Second Jones

Grace McElrath- approved Motion Jones; Second Fowler

Darrell Phillips – approved Motion Cliff; Second Bounds

Markel Quarles – approved Motion Jones; Second Fowler

Tony Thomas – approved Motion Cliff; Second Fowler

Julius Wynn – approved Motion Fowler; Second Jones

Program Graduate Faculty Standards

Engineering – approved Motion Cliff; Second Schmidt

English – tabled for clarification – Motion Fowler; Second Jones

Psychology & Counseling - Tabled for clarification – Motion Fowler; Second Bounds

EdD – Table for clarification - Motion Fowler; Second Bounds

EdS-Educational Leadership

EdS-Reading

MSE-METP

MSE-C&I

MSE-Educational Leadership

MSE-Reading

MSE-Special Education

All Tabled for clarification – Motion Bounds; Second Jones

MPA – Tabled for clarification – Motion Bounds, Second Fowler

Meeting Adjourned 2:52 PM

Submitted by Josie Welsh, February 10, 2014

Program and/or Course Deletion Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

Program and/or Course Deletion

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

12/12/2013

Department Curriculum Committee Chair

COPE Chair (if applicable)

12/12/2013

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Program and/or Course Title, Prefix and Number
ENG 5103 Introduction to Contemporary Literary Theory

2. Contact Person (Name, Email Address, Phone Number)
Dr. Jerry L. Ball, jball@astate.edu 870-972-2161

3. Last semester student can graduate with this degree and/or last semester course will be offered
Spring 2014

4. Student Population
a. The program and/or course was initially created for what student population?
English MA/MSE graduate students

b. How will deletion of this program and/or course affect those students?

Since the content of the course can be offered on demand through the existing ENG 6613 Seminar: Special Topics, no student will be negatively affected, if at all.

5.

a. How will this affect the department?

No negative effect

b. Does this program and/or course affect another department? No.

c. If yes, please provide contact information from the Dean, Department Head, and/ or Program Director whose area this affects.

Not applicable

6. (For courses only) Will another course be substituted? Yes.

If yes, what course?

ENG 6613 Seminar: Special Topics (on demand)

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Graduate Bulletin 2013-2014, page 197

DEPARTMENT OF ENGLISH AND PHILOSOPHY

English

ENG 5023 Advanced Creative Writing A workshop in writing poetry, fiction, or drama. (By permission of professor.)

ENG 5083 Introduction to Linguistics A study of phonetics, phonemics, morphology, syntax, and semantics.

~~**ENG 5103 Introduction to Contemporary Literary Theory** An introduction to major literary/critical schools of thought in the twentieth century.~~

ENG 5113 Genre Studies: Tragedy, Comedy, Romance, or Epic Studies in one of four genres in all its formal aspects and changing manifestations in literature, including fiction, drama, and poetry.

ENG 5183 Renaissance Drama Excluding Shakespeare Familiarizes the student with the contemporaries of Shakespeare in the Elizabethan/Jacobean theatre. Some familiarity with Shakespeare helpful, but not essential.

ENG 5213 Medieval Literature A study of English literature during the Middle Ages. Selected continental writings may be included.

ENG 5223 Milton An intensive study of selected works of John Milton.

ENG 5233 Sixteenth-Century Literature English literature during the sixteenth century. Selected continental writings may be included.

ENG 5243 Seventeenth-Century Literature English literature during the seventeenth century. Selected continental writings may be included.

ENG 5253 Restoration and Neoclassical Literature A study of English literature during the late seventeenth and eighteenth centuries. Selected continental writings may be included.

ENG 5263 Romantic Literature A study of major currents and figures of the English Romantic movement. Selected background writings may be included.

ENG 5273 Victorian Literature A study of major currents and figures in the Victorian Age. Selected background writings may be included.

ENG 5283 Modern British Literature English literature in the twentieth century. Selected background writings may be included.

ENG 5333 American Romanticism A study of American literature in the first half of the nineteenth century.

ENG 5353 American Realism and Naturalism A study of American literature in the last half of the nineteenth century and the early twentieth century.

ENG 5373 Modern American Literature American literature since World War I

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ENTER DATE...

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ENTER DATE...

Undergraduate Curriculum Council Chair

ENTER DATE...

College Dean

ENTER DATE...

Graduate Curriculum Committee Chair

ENTER DATE...

Vice Chancellor for Academic Affairs

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

Gretchen J. Hill ghill@astate.edu, 870-972-3246

2.Proposed Change

For the M. A. Criminal Justice program

- 1) Change the current GPA requirement for admission from a minimum of 3.0 overall GPA to a minimum undergraduate GPA of 3.0 overall, or a minimum of 3.0 for the last 60 hours of undergraduate course work.
- 2) Change the deadlines for application to the program: May 1 and November 1 as priority deadlines for admission and for application/s to be considered for graduate assistantship/s.

3.Effective Date

Fall 2014

4.Justification

The first change is to give a chance to students who for some reason were not able to do well in the initial semesters of the undergraduate years. The minimum grade requirement of B or higher in core courses (Social Statistics, Social Statistics Laboratory, Methods of Social Research) to qualify for applying ensures that students with a minimum of 3.0 GPA in the last 60 hours meet the required standards in the core courses, should their last 60 hours not include the core courses. Since most schools decide on graduate assistantships at the end of May, this would help us attract competitive students who would like to come to ASU but choose another option because of lack of the guarantee of receiving an assistantship. We will continue to receive applications after the deadlines but those students will be considered for graduate assistantships only if there are unfilled position/s..

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2013-2014 Graduate Bulletin, pp. 183-184

Admission Requirements

- BA or BS in Criminal Justice, Criminology, Political Science, Psychology, Sociology, or other closely related field.
- Two letters of recommendation.
- Statement of purpose, AND
- A minimum cumulative undergraduate GPA of 3.0; **or a minimum of 3.0 for the last 60 hours of undergraduate course work completed.**

- A minimum grade of B in the following undergraduate courses, or their recognized equivalents:

SOC 3383, Social Statistics, and SOC 3381, Social Statistics Laboratory
SOC 4293, Methods of Social Research

Degree Requirements

Core Required Courses (12 hours)
SOC 6233 Criminal Justice Systems
SOC 6133 Police and Society
SOC 6513 Seminar in Community and Institutional Corrections
SOC 6523 Seminar in Criminal Behavior OR
SOC 6403 Seminar in Juvenile Delinquency
Methods Courses (3 hours) selected from the following
SOC 6343 Methods of Social Research
SOC 6253 Qualitative Methods of Social Research
SOC 6383 Advanced Data Analysis
SOC 5343 Geographical Information Systems for the Social Sciences
203
SOC 5323 Applied Research

POSC 6003 Techniques of Political and Public Administration Research

POSC 6533 Public Policy and Evaluation

Electives (18 hours) selected from the following:

SOC 5003 Perspectives in Death and Dying

SOC 5063 Sociology of Disasters

SOC 5073 Sociology of Family Violence

SOC 5223 Urban Sociology

SOC 5233 Social Organization

SOC 5253 Rural Sociology

SOC 5263 Terrorism as a Social Movement

SOC 5313 Seminar on Organized Crime

SOC 560V Special Problems

SOC 6113 Seminar in Contemporary Sociology: (subtitle varies)

SOC 6123 Aging, Law and Social Issues

SOC 6203 Social Psychology

SOC 6403 Seminar in Juvenile Delinquency (if not taken to satisfy core requirement)

SOC 6423 Seminar in Race, Gender and Class

SOC 6523 Criminal Behavior (if not taken to satisfy core requirements)

POSC 6503 Managing Local Government

POSC 6523 Decision Making

POSC 6533 Seminar in Human Resource Management

POSC 6553 Public Budgeting and Finance

POSC 6563 Seminar in Public Administration

POSC 6573 Grant Writing and Administration

Any of the Methods courses listed above not taken to satisfy the Methods requirement.

Other courses require approval from the Director of the MACJ program and the Chair of the Criminology, Sociology, and Geography Department.

Other Requirements for the Degree

A student must write and defend a professional paper on a topic approved by the student's graduate committee. The committee must agree that the defended paper is of a quality comparable to one that may be presented at a professional conference or submitted to a refereed journal.

At least fifty percent of the course credit hours must be completed at the 6000 level.

Admissions are competitive.

Application deadlines: **Priority deadlines for admission and for consideration for graduate assistantship are**

April May 1 (for **Summer or** Fall admission); November 1 (for Spring admission).

Minimum hours required for this program: 33.

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ENTER DATE...

Vice Chancellor for Academic Affairs

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

Gretchen J. Hill ghill@astate.edu, 870-972-3246

2.Proposed Change

For the M. A. Sociology program

- 1) Change the current GPA requirement for admission from a minimum of 3.0 overall GPA to a minimum undergraduate GPA of 3.0 overall, or a minimum of 3.0 for the last 60 hours of undergraduate course work.
- 2) Change the deadlines for application to the program: May 1 and November 1 as priority deadlines for admission and for application/s to be considered for graduate assistantship/s.

3.Effective Date

Fall 2014

4.Justification

The first change is to give a chance to students who for some reason were not able to do well in the initial semesters of the undergraduate years. The minimum grade requirement of B or higher in core courses (Introduction to Sociology, Social Statistics, Social Statistics Laboratory, Methods of Social Research and Social Theory) to qualify for applying ensures that students with a minimum of 3.0 GPA in the last 60 hours meet the required standards in the core courses, should their last 60 hours not include the core courses.

Since most schools decide on graduate assistantships at the end of May, this would help us attract competitive students who would like to come to ASU but choose another option because of lack of the guarantee of receiving an assistantship. We will continue to receive applications after the deadlines but those students will be considered for graduate assistantships only if there are unfilled position/s..

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2013-2014 Graduate Bulletin, pp. 188-189

Admission Requirements

Students seeking admission into the Master of Arts degree program in Sociology must meet the admission requirements of the Graduate School. The specific program requirements are as follows. The student must have:

- a minimum cumulative undergraduate **grade point** average of 3.00, **or a minimum of 3.0 for the last 60 hours of undergraduate course work completed;**

- a minimum of eighteen (18) undergraduate hours in Sociology;

- an overall minimum GPA of 3.00 in undergraduate Sociology courses;

- a minimum grade of B in the following undergraduate courses, or their recognized equivalents:

SOC 2213, Introduction to Sociology

SOC 3383, Social Statistics, and SOC 3381, Social Statistics Laboratory

SOC 4293, Methods of Social Research

SOC 4243, Social Theory

Courses required of all candidates (9 hours)

SOC 6303, Contemporary Sociological Theory

SOC 6343, Methods of Social Research

One additional research methods course, selected from the following:

SOC 5323 Applied Research

SOC 5343 Geographical Information Systems for the Social Sciences

SOC 6353 Qualitative Methods of Social Research

SOC 6383 Advanced Data Analysis in Sociology

Other research methods courses, upon approval of the department graduate director

Sociology Electives (21 hours)

Students must complete twenty-one (21) hours of electives: fifteen (15) of these hours must be Sociology courses; up to six (6) hours may be taken outside the field of Sociology with approval of a student's graduate advisor.

Students electing to complete an internship, with consent of the overseeing faculty member and approval of the Department Graduate Studies Committee, may take SOC 6603, Internship, as an elective course.

Thesis Option

Students electing to complete a thesis will take six (6) hours of SOC 670v, Thesis, with the consent of the overseeing faculty member, in lieu of a corresponding number of hours of elective courses. (Note: receipt of credit for thesis hours is contingent upon successful completion and defense of the thesis.)

Other Requirements for the Degree

A minimum of eighteen (18) hours for the degree must be in courses numbered at the 6000 level.

All students must pass a comprehensive examination for the degree. For the thesis option, this requirement is met by successfully completing and defending the thesis. Students not completing a thesis may apply to take the comprehensive exam after earning a minimum of eighteen (18) hours in the program, including SOC 6303, Contemporary Social Theory, and SOC 6343, Methods of Social Research.

Admissions are competitive.

Application deadlines: **Priority deadlines for admission and for consideration for graduate assistantship are**

~~April~~ **May 1** (for **Summer or** Fall admission); November 1 (for Spring admission).

Minimum hours required for this program: 30.

Appendix A: Mission & Vision/Curricular Design

For Registrar's Use only

Code #

New Program/Certificate Proposal-Bulletin Change Transmittal Form

- Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.
- Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Certificate or Degree Program (The following critical elements are taken directly from the Arkansas Department of Higher Education's "Criteria and Procedures for Preparing Proposals for New Programs".) Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Proposed Program Title

Occupational Therapy Doctorate (OTD)

2. CIP Code Requested

51.2306

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

Susan Hanrahan, Dean, College of Nursing and Health Professions (CNHP)

Arkansas State University - Jonesboro

hanrahan@astate.edu

870-972-3112

4. Proposed Starting Date

Appendix A: Mission & Vision/Curricular Design

Summer/2015

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

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Paste bulletin pages here...

Proposal - 1

NEW CERTIFICATE OR DEGREE PROGRAM

1. Proposed Program Title

Occupational Therapy Doctorate (OTD)

2. CIP Code Requested

51.2306

3. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Susan Hanrahan, PhD, PT

Arkansas State University – Jonesboro

hanrahan@astate.edu

870-972-3112

4. Proposed Starting Date

Summer 2015

5. Program Summary

a. Provide a general description of the proposed program. Include overview of any curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.

Description:

The field of occupational therapy has had two important dynamics over the past decade. One is the development of the science underpinning occupational therapy, called occupational science, and the other is the emergence of a

Appendix A: Mission & Vision/Curricular Design

clinical doctorate for entry level into the profession. Both of these important steps (inclusion of occupational science and entry at the doctoral level) have been incorporated into development of this program proposal for an Occupational Therapy Doctorate (OTD) at Arkansas State University. Special attention has been provided to match the institutional and college needs as well as regional needs regarding the occupational therapy doctoral educational program. This proposal is a three year, nine semester program that meets or exceeds all accreditation requirements from the Accreditation Council for Occupational Therapy Education (ACOTE) and is consistent with college, university and state requirements.

The program is similar in length and number of students to the existing entry level doctoral program in physical therapy. Some shared lab spaces already exist, classrooms are already in place as are clinical contracts. Resources are required for a few new labs, specialized equipment and the cadre of new faculty

The need for OT has existed in our larger region for decades. The College has not been in a position to develop this degree program until now. A consultant and expert (Dr. Charlotte Royeen, St Louis University) was hired to develop the curriculum. In addition, Dr. Hanrahan invited 300 OT/OTAS to campus in October 2013 for an informational meeting to discuss program development. She also met with and surveyed area healthcare administrators on employer need and clinical placement support. A fieldwork educators program (to certify clinical instructors) is already in planning. She has also attended the ACOTE Accreditation Workshop in Alexandria,VA. As a result of all of this work, the program in OTD is submitted for review.

See curricular design (mission/vision)—Appendix A

See Faculty Resources--#8

See Library Resources--#9 (See Appendix D)

See Program Costs --#10 and Budget Form

The culminating purpose of the OTD program is to educate and graduate entry level occupational therapists at the doctoral level to work in environments that necessitate the provision of OT services,

b. List existing degree programs that support the proposed program.

Doctorate in Physical Therapy---two courses, PT 7224 Movement Science; PT 7213 Neuroscience

Other courses in existing graduate degrees at the university that could provide elective courses for the student specific OTD four- course (12 credit) cognate area. These cognates will become content specialization opportunities to the practice or science of occupational therapy. These could include, but are not limited to, research, leadership, health care management, program development, policy development, health information management, aging studies, advocacy and health professions education.

6. Need for the program

a. Provide survey data (number not percentage) on student interest (number of students planning to enroll), job availability, corporate demands and employment/wage projections. Focus mostly on state needs and less on regional and national needs, unless applicable to the program. Survey data can be obtained by telephone, letters of interest, student inquiry, etc. Focus mostly on state needs for undergraduate programs; and state, regional and national needs for graduate programs.

Occupational therapy is one of the most in demand professions in the US and internationally. The number of programs in the field has, like many health professions, exploded. Yet the state of Arkansas has only one

Appendix A: Mission & Vision/Curricular Design

program in the state to meet the regional workforce societal and health care needs. The Delta Region has a unique configuration of needs (medically underserved) and strengths (growing and more educated health care workforce) which the program has been designed to meet or build upon. Preliminary needs assessment has identified a regional and state need. Eleven health industries (identified in 6b) responded to the survey. Time listed to fill a vacant full-time position ranged from 10 weeks to a year. Time to fill a part-time position ranged from 10-104 weeks. In lieu of reporting vacancy rates in this data set, the open-ended responses are the most telling.

“Our IP (inpatient) rehab services are contracted through Rehab Care. The numbers provided reflect what is currently being provided by that service. This service is a result of an unsuccessful but exhaustive search for OT professionals.”

“We currently do not have OTs or OTAs. However, if these professionals should become available, we would consider opening positions within our daytime rehab programs. We have approximately 15 of these programs throughout the 13 county catchment area!”

“Recruiting for Occupational Therapy staff in this area is very difficult. With the limited number of OT programs in the state, it is hard to pull recruits to this area from Central Arkansas, etc. We have found the most success in recruiting out-of-state with our last 3 hires coming from Tennessee, Mississippi, and Virginia.”

“The demand for Occupational Therapy is high. We are experiencing a tremendous amount of growth and our need for OT/COTA is only going to grow. We have struggled over the past few years recruiting OT/COTA’s”

“We have been struggling for years to find enough OT staff. For the last 2 years we have been using travelers which cost on average \$78.00 an hour. I work with several other rehab units across the state and we all have needs for OTs and or COTAs.”

A study completed by Dr Ann Bynum, Director for the AR Center for Rural Health in 2011 entitled “Workforce Needs for Allied Health Profession” provided specific vacancy rates by facility and region for a variety of health providers including OT. She identified 271 current OT vacancies (by number) in AR and over 600 noted over the next five years. Ten counties in AR had no OTs and 23 had no OTAs. The vacancy rates for OTs were the largest in the medical clinics (206.7) followed by home health (29.4), medical hospital (24) and nursing home (10.8). Vacancy rates in AR by region: West (75.7), NW (56.2), NE (33.7), LR (29.5), NC (27), Delta (19.1), S Central (14.9), S AR (9.5) and SW (5.3).

Employment of occupational therapists and occupational therapy assistants is expected to increase faster than the national average from 2010-2020. The US Bureau of Labor Statistics places it near the top of the list for the fastest growing occupations that requires a master’s degree. This report notes that Arkansas is expected to have a 20% increased need for OTD and OTA from 2010- 2020 and jobs are expected to increase by 12% in ten years..

Arkansas State University currently has 120 students who are actively being advised in pre-occupational therapy.

b. Provide names/types of organizations/businesses surveyed.

St. Bernards Medical Center

Poplar Bluff Regional Medical Center

TherEx Incorporated

Health Management Associates-Twin Rivers Regional Medical Center

Mid-South Health Systems

Harris Hospital

Clopton Clinic of Jonesboro, Inc.

HealthSouth Rehabilitation Hospital of Jonesboro

NEA Baptist Memorial Hospital

Appendix A: Mission & Vision/Curricular Design

c. Letters of support should address the following when relevant: the number of current/anticipated job vacancies, whether the degree is desired or required for advancement, the increase in wages projected based on additional education, etc.

Will be attached as Appendix F later in the term

d. Indicate if employer tuition assistance is provided or other enrollment incentives.

NA

7. Curriculum outline

a. Provide curriculum outline by semester.

A three year, nine semester course of study has been developed. This curricular plan will (a) be consistent with existing doctoral level programs within the College of Nursing and Health Professions, (b) integrate with existing courses (such as neuroscience and movement science) as appropriate, (c) integrate with existing interprofessional and community involvement, (d) build a fieldwork or practice level application of knowledge and skill development in every semester, (e) reflect current curricular trends in the field, (f) reflect best practice in education and practice as delineated in a course of study and (g) establish a cognate area complimentary to entry level doctoral practice. Mapping of the curriculum over the three years as well as vision and philosophy is provided in Appendix A.

b. Give total number of semester credit hours required for the program.

108 Semester Hour professional core plus 12 credit hr cognate area

c. Identify new courses (provide course descriptions.)

New Courses for OTD Degree

OTD 5012 History of Occupational Science

COURSE DESCRIPTION: 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.

OTD 5023 Pathology and Disability

COURSE DESCRIPTION: 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.

OTD 5034 Practice 1: Primary Care

COURSE DESCRIPTION: Occupation based practice that includes assessment, intervention planning, delivery and assessment and documentation and billing for services. Process and domain framework of the AOTA will be compared to Canadian Occupational Performance Measure and International Classification of Function.

OTD 5043 Technology 1: Skills Training

COURSE DESCRIPTION: 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.

OTD 5073 Practice 2: Occupational Science

COURSE DESCRIPTION: Types of reasoning used by occupational therapists is summarized. The progression from novice to expert reasoning is delineated.

OTD 5083 Technology 2: Function

COURSE DESCRIPTION: Overview of the broad spectrum of technology in occupational therapy related to mobility in the community, at home, in the workplace; use of adaptive equipment to facilitate such mobility and various forms of splinting are covered.

OTD 5092 Research 1: Research in Occupational Science

Appendix A: Mission & Vision/Curricular Design

COURSE DESCRIPTION: 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.

OTD 5101 Level 1 Fieldwork: Adults

COURSE DESCRIPTION: Integrate and apply knowledge in a clinical setting. Level 1 experiences will relate to occupational therapy service delivery for adults. Will be under the supervision of related professionals in a variety of practice environments to enhance student understanding

OTD 5123 Practice 3: Pediatrics

COURSE DESCRIPTION: Focus on types of reasoning used by OTs is continued with pediatric focus. In addition to the clinical reasoning domains investigated in occupational therapy (procedural, conditional interactive), the pervasive use of narrative reasoning across society will be delineated.

OTD 5133 Technology 3: Environment

COURSE DESCRIPTION: Designed around the use of technology and documentation of OT services. Focus on adaptation of the environment for given disabilities or limitations, explore the process of adaptation, and build upon the principles of universal design for adaptive processes.

OTD 5142 Research 2: Descriptive Research

COURSE DESCRIPTION: 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.

OTD 5151 Level 1 Fieldwork: Pediatrics

COURSE DESCRIPTION: 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 pediatrics related organizations.

OTD 6164 Practice 4: Aging Adults

COURSE DESCRIPTION: Designed around the core of OT "occupation based practice." Focus on types of reasoning used by OTs continues. Also focuses on aging adults, building from previous coursework in pediatrics, adults and clinical reasoning. Geriatrics will also be covered

OTD 6173 Technology 4: Electronic Communications

COURSE DESCRIPTION: This is the fourth in a sequence of courses designed around the use of technology in the practice and documentation of occupational therapy services. Internet/Software resources used for person- task-environment to enhance transactions will be explored.

OTD 6182 Research 3: Experimental Research

COURSE DESCRIPTION: Provides the entry level occupational therapist with the skills necessary for research practice. The class will have both didactic and application components. A primary focus will be on experimental research.

OTD 6191 Level 1 Fieldwork: Aging adults

COURSE DESCRIPTION: Level 1 fieldwork is essential for allowing the students to integrate and apply knowledge and understanding from coursework. This fieldwork will focus upon aging adults. Experiences are integral to the curricular design and support didactic and lab courses.

OTD 6203 Practice 5: Health & Wellness

COURSE DESCRIPTION: Designed around the core of occupational therapy "occupation based practice," this course will focus on health and wellness and how the use of occupation can prevent injury, disease, malaise and maintain function.

OTD 6213 Technology 5: Informatics

Appendix A: Mission & Vision/Curricular Design

COURSE DESCRIPTION: Course is designed around the use of technology in the practice and documentation of occupational therapy services. Management of databases provide support for OT Research.

OTD 6222 Research 4: Qualitative Research

COURSE DESCRIPTION: Course continues sequence of research and scholarship classes designed for OT practice and scholarship. Focus will be on qualitative research.

OTD 6231 Level 1 Fieldwork: Interprofessional Practice

COURSE DESCRIPTION: Level 1 fieldwork is essential for allowing the students to integrate and apply knowledge and understanding from coursework. This fieldwork will focus on interprofessional practice in many clinical and community based settings.

OTD 6243 Professional Practice Seminar

COURSE DESCRIPTION: This is a professional practice seminar designed to develop a student regarding professional values, professional demeanor, professional writing and communication and professional service. It sets the stage for lifelong learning in which an occupational therapist must engage.

OTD 625V Level 2 Fieldwork (12 credits)

COURSE DESCRIPTION: Level 2 fieldwork allows students to practice skills in various health care environments. Students are responsible for all aspects of OT service delivery.

OTD 720V Level 2 Fieldwork (12 credits)

COURSE DESCRIPTION: Level 2 fieldwork allows students to practice skills in various health care environments. Students are responsible for all aspects of occupational therapy service delivery.

OTD 7213 Practice 6: Population Health

COURSE DESCRIPTION: Course designed around the core of occupational therapy, "occupation-based practice" with an emphasis on a public health framework with population-based interventions.

OTD 7222 Research 5: Scholarship of Application

COURSE DESCRIPTION: Provides the entry level occupational therapist with skills necessary for practice and scholarship. The class will have both didactic and application components. A primary focus will be on lifelong learning of the occupational therapist for professional development.

OTD 7232 Advocacy & Leadership

COURSE DESCRIPTION: Course provides a summary review of the most recent literature and trends in areas of advocacy, leadership and management. This course will assist in preparation for these roles in the professional environment.

OTD 7242 Development & Assessment

COURSE DESCRIPTION: Provides an overview of the area of development and assessment as it relates to program, personal and professional development. The program may relate to many content areas such as occupational therapy services, societal change and strategic planning.

OTD 7252 Health Care Delivery Systems

COURSE DESCRIPTION: Comprehensive perspective for a practicing OT provided through an overview of the US Healthcare system, comparison of other healthcare systems, the WHO and International Classification of Functioning.

OTD 726V Level 3 Fieldwork: Doctoral Rotation (12 credits)

COURSE DESCRIPTION: In-depth field experience in one or more of the following student selected areas including but not limited to clinical practice, research, theory, leadership, program development, policy development, advocacy and education.

Appendix A: Mission & Vision/Curricular Design

OTD 7272 Capstone

COURSE DESCRIPTION: Completion of the culminating doctoral project that relates to practice and demonstrates synthesis of advanced knowledge.

d. Identify required general education courses, core courses and major courses.

Students are required to enter with a bachelor's degree which include the following prerequisites (ASU course numbers or equivalent):

Medical Terminology—1-3 credits (HP 2103 Medical Terminology)

Statistics—3 credits (STAT 3233 Applied Statistics I)

General Physics—3 credits (PHYS 2133 Survey of Physics for the Health Professions)

Anatomy I with lab –4 credits (BIO 2203/2201 Anatomy and Physiology I)

Anatomy II with lab—4 credits (BIO 2223/2221 Anatomy and Physiology II)

Psychology—3 credits (PSY 2013 Intro to Psychology)

Additional preparation that could be considered in the admission evaluation include:

Upper level anatomy

Upper level physiology

Philosophy

Sociology

Anthropology

Microbiology/Medical Microbiology

All courses identified in Letter C are considered **required** courses as part of the major field of study.

e. Identify courses currently offered via distance technology.

N/A

f. State program admission requirements

1. Baccalaureate degree (per ACOTE standard requirement)
2. Transcripts of undergraduate degree with overall GPA to be ranked for competitive admission
3. Calculation of separate GPA on all prerequisite courses
4. Three letters of recommendation from instructors, work supervisors or community individuals.
5. 3-5 page personal statement of intent to become an occupational therapist

Applicants will complete all documents and submit them to the OTD Chair for review by the Admissions Committee. Application to the Graduate School and acceptance is required prior to OTD program admission.

The OTD application form and admission requirements will be found on the CNHP website.

The ranking rubric will be completed for each applicant by the OTD Admissions Committee.

Admitted students will be assigned a faculty advisor.

30 students/ year will be admitted to the program for a three year matriculation sequence. Applicants will be notified by letter of their status. Applicants not admitted during the current admission period are eligible to reapply in the next review period.

Admission to the OTD program is competitive.

Students admitted to any CNHP program must meet professional course requirements stated in the ASU Graduate Bulletin . Evidence of the following is required before registering for any professional fieldwork:

CPR certification valid through the academic year

TB skin tests valid through the academic year

Appendix A: Mission & Vision/Curricular Design

Evidence of Hepatitis B immunization or signed declination statement
Copy of valid health insurance
Copy of professional liability insurance

g. Describe specified learning outcomes and course examination procedures.
Specified learning outcomes for each course and course examination procedures are noted in attached course syllabi.

The Program Outcomes/Goals for the OTD include:

- 1) Prepare competent occupational therapy graduates who are ready to professionally practice in the Mississippi Delta Region and beyond.
- 2) Prepare occupational therapy graduates who are ready to utilize the patient/client management model to produce effective clinical outcomes.
- 3) Prepare occupational therapy graduates to pursue lifelong learning and/or service to the profession of occupational therapy (including advocacy for social, governmental and regulatory policies).
- 4) Provide opportunities for occupational therapy students in the development of research and evidence based practice.
- 5) Promote continued program quality that includes student and alumni satisfaction.
- 6) Attract and retain quality faculty who hold appropriate credentials, are facilitated to progress through the promotion and tenure process and consistently contribute to the body of knowledge associated with the profession.

These outcomes are examined through a variety of measures including, but not limited to: student and curricular assessment tools, licensing pass rates, post graduate assessment instruments, curriculum review, clinical education rating and national accreditation.

h. Include a copy of the course evaluation to be completed by the student.
The College of Nursing and Health Professions course and faculty evaluation is attached as Appendix B in addition to the clinical faculty evaluation and clinical course survey.

8. Faculty

a. List the names and credentials of all faculty teaching courses in the proposed program. *(For associate and above: A minimum of one full-time faculty member with appropriate credentials is required.)*

All faculty hired to teach in the OTD curriculum will hold doctoral degrees and credentials appropriate to what is required by ACOTE standards. .

b. Total number of faculty required (number of existing faculty, number of new faculty). For new faculty provide the expected credentials/experience and expected hire date.

A minimum of five core faculty will be needed for this program. This will include doctoral level prepared occupational therapists for the following core faculty positions: (a) the Program Director, (b) Academic Fieldwork Coordinator, (c) occupational therapist with experience in pediatrics, (d) occupational therapist with experience in adult and aging adults, and (e) occupational therapist with experience in population based and wellness practice. Since this degree is at the doctoral level for entry, all of the faculty will be prepared at the doctoral level. They will be hired based on the accreditation guidelines pertaining to faculty qualifications as follows.

Program Faculty

ACOTE Standards for program director and faculty¹

¹ From 2011 Accreditation Council for Occupational Therapy Education (ACOTE) Standards and Interpretative Guide (effective July 31, 2013), based upon December 2012 interpretative Guide Version.

Appendix A: Mission & Vision/Curricular Design

A.2.0 Academic Resources

A.2.1	The program must identify an individual as the program director who is assigned to the occupational therapy educational program on a full time basis. The director may be assigned other institutional duties that do not interfere with the management and administration of the program. The institution must document that the program director has sufficient release time to ensure that the needs of the program are being met.
A.2.2.	The program director must be initially certified occupational therapists that is licensed or otherwise regulated according to regulations in the state of Arkansas. The program director must hold a doctoral degree awarded by an institution that is accredited by a regional accrediting body recognized by the U.S. Department of Education (USDE). The doctoral degree is not limited to a doctorate in occupational therapy.
A.2.3.	The program director must have a minimum of 8 years of documented experience in the field of occupational therapy. This experience must include (a) clinical practice as an occupational therapist, (b) administrative experience including but not limited to, program planning and implementation, personnel management, evaluation and budgeting, (c) scholarship, and (d) at least 3 years of experience in a full time academic appointment with teaching responsibilities at the post baccalaureate level.
A.2.4.	The program director must be responsible for the management and administration of the program, including planning, evaluation, budgeting, selection of faculty and staff, maintenance of accreditation, and development.
A.2.5.	No related standard
A.2.6.	The program director and faculty must possess the academic and experiential qualifications and backgrounds that are necessary to meet program objectives and the mission of the institution.
A.2.7.	<p>The program must identify an individual for the role of academic fieldwork coordinator who is specifically responsible for the program's compliance with the fieldwork requirements of Standards Section C.1.0 and is assigned to the occupational therapy educational program as a full time faculty member as defined by ACOTE. The academic fieldwork coordinator may be assigned other institutional duties that do not interfere with the management and administration of the fieldwork program. The institution must document that the academic fieldwork coordinator has sufficient rerelease time to ensure that the needs of the fieldwork program are being met.</p> <p>The individual must be a licensed or otherwise regulated occupational therapist. Coordinators must hold a doctorate degree awarded by an institution that is accredited by a USDE-recognized regional accrediting body.</p>
A.2.8.	Core faculty who are occupational therapists or occupational therapy assistants must be currently licensed or otherwise regulated according to regulations in the state.
A.2.9.	No related standard
A.2.10	All full time faculty teaching in the program must hold a doctoral degree awarded by an institution that is accredited by a USDE recognized regional accrediting body. The doctoral degree is not limited to a doctorate in occupational therapy.
A.2.11.	The faculty must have documented expertise in their area(s) of teaching responsibility and knowledge of the context delivery method.
A.2.12	NA

Appendix A: Mission & Vision/Curricular Design

A.2.13	The occupational therapy faculty at each accredited location where the program is offered must be sufficient in number and must possess the expertise necessary to ensure appropriate curriculum design, content delivery, and program evaluation. The faculty must include individuals competent to ensure delivery of the broad scope of occupational therapy practice. Multiple adjuncts, part time faculty, or full time faculty must be configured to meet this goal.
A.2.14	Faculty responsibilities must be consistent with and supportive of the mission of the institution.
A.2.15	The faculty-student ratio must permit the achievement of the purpose and stated objectives for laboratory and lecture courses, be compatible with accepted practices of the institution for similar programs, and ensure student and consumer safety.

c. For proposed graduate programs provide the curriculum vita for faculty teaching in the program, and the expected credentials for new faculty and expected hire date.

The Chair will be hired Fall, 2014 and will begin to fill faculty lines in Spring 2015. The first class of students will begin Summer 2015. All faculty will be doctorally prepared and will meet the requirements as set forth by ACOTE.

In addition, there will be an opportunity for OTD students to take two classes in the DPT curriculum---Movement Science (PT 7224) and Neuroscience (PT 7213) are taught by doctorally prepared PTs.

9. Description of resources

a. Current library resources in the field.

See Appendix D

b. Current instructional facilities including classrooms, instructional equipment and technology, laboratories (if applicable)

The College of Nursing and Health Professions has sufficient classroom space to support this program. Classroom availability includes Smith Hall (90 and 45 seat classroom), Donald W Reynolds Center for Health Sciences (5 classrooms), and the existing College of Nursing and Health Professions building (9 classrooms). Scheduling state of the art classrooms can be accomplished with these resources. The Smart classrooms are technologically enhanced classrooms that foster opportunities for teaching and learning by integrating learning technology, such as computers, specialized software, audience response technology, networking and audiovisual capabilities.

Some of the exiting labs can be shared with the OTD program including the cadaver lab, two basic skills labs and two therapeutic exercise labs. There are two health assessment labs, a simulation lab and a simulated efficiency apartment in Reynolds for clinical instruction purposes as well. Research and clinical space is also available in the Reynolds bldg. and the college hosts one lab in the ABI bldg. Many student study rooms and conference rooms are available. Two computer labs are available specific to the needs of CNHP students.

Existing office space in Smith will be configured for the OT office complex, including chair and faculty offices, conference room, work room and some space for graduate assistants and adjuncts.

Space in Smith Hall will also be converted to include at minimum an ADL lab, technology lab and driving and mobility lab.

c. New resources required, including costs and acquisition plan

New costs to the program include:

Program Chair and four new faculty lines (\$541,050)

Staff secretary- (\$31,970)

Equipment for the program including items necessary for ADL set up (\$75,000); splinting and adaptive equipment supplies (\$36,000), pediatric intervention supplies (\$50,000), CAR FIT (\$25,000) and EASY STREET (\$25,000) (TOTAL: \$211,000)

Renovation costs—estimated at \$250,000

Appendix A: Mission & Vision/Curricular Design

10. New program costs – Expenditures for the first 3 years of program operation

a. New administrative costs

Department Chair—12 mth--\$158,750 (125,000 +33750)

b. Number of new faculty (full-time and part-time) and costs

Four 12 mth FTE (Two at 12 mth and Two at 9 mth)

\$215,900 (12 mth---\$85,000 +22,950)

\$166,400 (9mth—65,000 +18,200)

c. New library resources and costs

Library resources will be added as annual allowances to the college are distributed.

d. New/renovated facilities and costs

\$250,000

e. New instructional equipment and costs

\$211,000

f. Distance delivery costs (if applicable)

NA

g. Other new costs (graduate assistants, secretarial support, supplies, faculty development, faculty/students research, etc.)

12 mth Administrative Specialist II--\$31,970 (23,000+8,970)

Graduate Assistants-The program will have four 12-mth GAs with annual salary of \$15,606 and will include full tuition waiver.

Program Supplies and Services--\$25,000

h. No new costs (Explain)

NA

11. Sources of funding – Income for the first 3 years of program operation

a. Reallocation from which department, program, etc.

CNHP will be able to purchase the necessary start up equipment (\$211,000) for the program in addition to covering the cost of renovation to Smith Hall (\$250,000)

b. Tuition and fees (projected number of students multiplied by tuition/fees)

Tuition will be the primary source of income for program operations including faculty and staff costs. Tuition and fees currently identified for a resident of the OTD program are \$348/credit hour (\$238 tuition/\$110 fees).

The resulting source of funding from tuition and fees is projected at \$287,210 (\$285,450/\$1,760)for 30 students in year 1 cohort; 30 new students in year two cohort plus 29 matriculating students \$567,690 (\$561,530/6,160); and 30 new students in cohort 3 plus 57 matriculating students in year 3 \$838,650 (\$828,090/\$10,650).

c. State revenues (projected number of students multiplied by state general revenues)

\$16,000 state funding per FTE X 30 students = \$480,000/yr

d. Other (grants, employers, special tuition rates, mandatory technology fees, program specific fees, etc.)

This program is eligible to receive student infrastructure funding, technology fee support and differential tuition support which will assist with future equipment and technology acquisitions.

12. Organizational chart reflecting new program

Proposed program will be housed in (department/college)

Appendix A: Mission & Vision/Curricular Design

Appendix C

13. Specialized requirements

a. Specialized accreditation requirements for program (name of accrediting agency)

ACOTE is the specialty accreditor for occupational therapy education. Accreditation has been a function of the AOTA since 1923. The division devoted to this is the Accreditation Council for Occupational Therapy Education. Contact person: Sue Graves (sgraves@aota.org) PH 301 652 6611x 2914 Email at accred@aota.org. See Appendix E for timeline.

b. Licensure/certification requirements for student entry into the field

Graduates are required to be licensed to practice in the State of Arkansas. The state regulatory board for OT is the Arkansas State Medical Board.

c. Provide documentation of Agency/Board approvals (education, nursing--initial approval required, health-professions, counseling, etc.)

14. Board of Trustees approval

Provide the date that the Board approved the proposed program
5/1/2014

15. Similar Programs

a. List institutions offering program

i. Proposed undergraduate program – list institutions in Arkansas
N/A

ii. Proposed master's program – list institutions in Arkansas and region
N/A

iii. Proposed doctoral program – list institutions in Arkansas, region, and nation
There are no existing OTD programs in the State of Arkansas.

Occupational therapy doctorate programs for entry level already exist at the following institutions:

Creighton University, Omaha NE
Medical College of Ohio, Northern OH
MGH Institute of Health Professions, Boston, MA
University of the Sciences in Philadelphia
Belmont University, Nashville, TN
Nova southeastern University, Fort Lauderdale, FL
Pacific University, Hillsboro, OR
Mary Baldwin College, Staunton, VA
Candidacy Status (University of Tennessee, Chattanooga, TN).

b. Why is proposed program needed if offered at other institutions in Arkansas or region?

One university in Arkansas has occupational therapy (University of Central Arkansas.) They offer a master's entry-level degree which is one of the two professional entry-levels recognized by ACOTE. There are no doctoral entry-level programs offered in our region.

c. Provide a copy of the written notification to other institutions in the area of the proposed program and their responses.

Dr Hogue to submit notification.

Appendix A: Mission & Vision/Curricular Design

16. Desegregation

State the total number of students, number of black students, and number of other minority students enrolled in related degree programs (if applicable)

Using general demographics of the ASU-Jonesboro campus, ethnicity is 15.2% African American, 0.5% American Indian/Alaskan Native, 0.6% Asian American, 1.9% Hispanic American, < 0.1% Native Hawaiian/Pacific Islander and 1.3% are two or more races. The remainder of the student population is White American or ethnicity unknown. Nonresident aliens comprise 0.9% of the student body.

17. Institutional agreements/memorandum of understanding (MOU)

If the courses or academic support services will be provided by other institutions or organizations, include a copy of the signed MOU that outlines the responsibilities of each party and the effective dates of the agreement.

N/A

18. Additional information requested by ADHE staff

Enter text...

Budget Form

Resource Requirements:

	1 st Year (in dollars)	2 nd Year (in dollars)	3 rd year (in dollars)
Staffing(Number)			
Administrative/Professional	\$158,7500	\$ 200,000	\$ 250,000
Full-time Faculty	\$ 191,150	\$ 382,300	\$ 400,000
Part-time Faculty	\$ NA	\$ 1,500	\$ 2,000
Graduate Assistants	\$ 62,424	\$ 62,424	\$ 62,424
Clerical	\$ 31,970	\$ 32,970	\$ 33,970
Equipment & Instructional Materials	\$ 111,000	\$ 100,000	\$
Library	\$ 2,500	\$ 2,500	\$ 2,5000
Other Support Services			
Supplies/Printing	\$ 20,000	\$ 20,000	\$ 20,000
Travel	\$ 5,000	\$ 5,000	\$ 5,000
Distance Technology	\$ 0	\$ 0	\$ 0
Other Services (specify): Enter text...	\$ 250,000	\$ 0	\$ 0
Total	\$ 832,794	\$ 806,694	\$ 775,894

Planned Funding Sources:

	1 st Year (in dollars)	2 nd Year (in dollars)	3 rd year (in dollars)
New Student Tuition and Fees	\$ 287,210	\$ 567,690	\$ 838,650
New State General Revenue	\$ 480,000	\$ 944,000	\$ 1,392,000
Redistribution of State General	\$ NA	\$ NA	\$ NA

Appendix A: Mission & Vision/Curricular Design

Revenue			
External Grants/Contracts	\$ NA	\$ NA	\$ NA
Other Funding Sources (specify): <input type="text" value="Enter text..."/>	\$ 411,000	\$ 50,000	\$ 0
Total	\$ 1,178,210	\$ 1,561,690	\$ 2,230,650

Appendix A: Mission & Vision/Curricular Design

MISSION

The mission of the program is to provide quality education to students in the profession of occupational therapy. The program will assess the attainment of this mission in terms of the contributions its graduates make to health care in the Delta region and beyond.

VISION

The vision of the Program in Occupational Therapy is to be a significant leader in occupational therapy education by providing excellence in education at the level of an entry level doctorate as a generalist with some advanced knowledge, providing continuing education designed to meet the needs of occupational therapists and employers in the Delta region, to participate in interprofessional education and practice development, and to contribute to the development of scholarship in the area of occupational therapy and inter-related areas.

PHILOSOPHY OF MAN

The Program in Occupational Therapy at Arkansas State University in Jonesboro is predicated upon a humanistic philosophy of man. Humans, within the context of their environment, are self-directed and self-motivated to engage in occupational performance within the rhythm of their daily lives. As such, the day to day life of humanity is organized around the routines and structures of occupational participation. The role of occupational therapy is to maximize individual, family, and societal participation in occupational engagement in spite of individual, environmental or societal limitations that may exist. Thus, occupational therapy is engaged with maximizing the quality of life of individuals, families and societies through the use of occupation.

EDUCATIONAL PHILOSOPHY

The Program in Occupational Therapy at Arkansas State University in Jonesboro is predicated upon the classic work of Dewey (Democracy and Education 1916; Experience and Education 1938) and currently manifest through three operational methods within the curriculum. These are

- ***Learning by doing*** (modeling, case based analysis, laboratory experiences, role playing and simulation and clinical education through Level 1, 2 and Doctoral level Fieldwork experiences)
- ***Learning by discussion*** (based upon the work of Fawcett Hill and others --Learning through Discussion 1994; 2000-- employing discussion based upon inquiry, peer to peer interactions, instructor focused Socratic method of Q and A, and open ended wonderment on part of students actively engaged in learning)
- ***Learning by clinical reasoning, feedback and reflective*** (based upon the work of Mattingly and Fleming (1994), Schon (1984) and the Carnegie Foundation for the Advancement of Teaching (2011), employing directed and focused self-reflection of learning and doing in action within classroom settings, focused self-reflection of learning and doing in action via on line discussion boards, and by focused feedback and direction from instructors at the end of each semester and feedback from clinical instructors during on site fieldwork experiences.

Appendix A: Mission & Vision/Curricular Design

References

- Dewey, J. (2008: 1916). *Democracy and Education: An introduction to the philosophy of education*. Radford, VA: Wilder Publications
- Hutching, P., Huber, M.A., Ciccone, A. (2011). *The scholarship of teaching and learning reconsidered: Institutional integration and impact*. Stanford, CA: The Carnegie Foundation for the Advancement of Teaching.
- Mattingly, C., Fleming, M.H. (1994). *Clinical reasoning: Forms of inquiry in a therapeutic practice*. New York: FA Davis.
- Rabow, J., Charness, M.A., Kipperman, J., & Radcliffe-Vasile, S. (1994;2000) *William Fawcett Hill's Learning through discussion*. (3rd Ed). Long Grove, ILL: Waveland Press.
- Schon, D. (1984). *The reflective practitioner: How professionals think in action*. New York: Basic Books

CURRICULUR DESIGN

The overall curriculum is organized into four domains:

1. Occupation based practice, which is the heart of occupational therapy theory and practice, i.e., the use of occupations or meaningful activities as a means of therapeutic intervention.
2. Technology, which is at the heart of assisting occupational therapists deliver therapeutic occupation with the use of assistive devices ranging from “low tech” to “high tech” tools.
3. Research and scholarship, which is at the heart of the development of the discipline (occupational science) and practice of occupational intervention (occupational therapy).
4. Practical experience in clinical and societal settings, which is the heart of what Dewey proposed as learning by doing with reflection.

These domains have been developmentally and sequentially delineated in a unique manner and will provide the overarching categories into which all elements of the

- Occupational Therapy Frame of Reference,
- ACOTE Standards,
- The Occupational Therapy Blueprint Framework and,
- IPE Competencies

Appendix A: Mission & Vision/Curricular Design

have been incorporated to assure curriculum that covers all required elements, best practice elements and does so in an innovative manner designed to match the college and university mission and vision. A specialized and unique component of the doctoral curriculum is, per ACOTE standards, inclusion of advanced knowledge related to occupational therapy. It is the value added combination of four electives that the student integrates into occupational therapy practice and education through their doctoral capstone experience that is innovative and important in the field.

The curriculum has also been designed to meet all university levels guidelines and requirements.

A summary course listing of required courses in the OTD curriculum follows for a total of 120 SH course of study.

Appendix A: Mission & Vision/Curricular Design

New Courses for OTD Degree

OTD 5012	History of Occupational Science
OTD 5023	Pathology and Disability
OTD 5034	Practice 1: Primary Care
OTD 5043	Technology 1: Skills Training
OTD 5073	Practice 2: Occupational Science
OTD 5083	Technology 2: Function
OTD 5092	Research 1: Research in Occupational Science
OTD 5101	Level 1 Fieldwork: Adults
OTD 5123	Practice 3: Pediatrics
OTD 5133	Technology 3: Environment
OTD 5142	Research 2: Descriptive Research
OTD 5151	Level 1 Fieldwork: Pediatrics
OTD 6164	Practice 4: Aging Adults
OTD 6173	Technology 4: Electronic Communications
OTD 6182	Research 3: Experimental Research
OTD 6191	Level 1 Fieldwork: Aging adults
OTD 6203	Practice 5: Health & Wellness
OTD 6213	Technology 5: Informatics
OTD 6222	Research 4: Qualitative Research
OTD 6231	Level 1 Fieldwork: Interprofessional Practice
OTD 6243	Professional Practice Seminar
OTD 625V	Level 2 Fieldwork (12 credits)
OTD 720V	Level 2 Fieldwork (12 credits)
OTD 7213	Practice 6: Population Health
OTD 7222	Research 5: Scholarship of Application
OTD 7232	Advocacy & Leadership
OTD 7242	Development & Assessment
OTD 7252	Health Care Delivery Systems
OTD 726V	Level 3 Fieldwork: Doctoral Rotation (12 credits)
OTD 7272	Capstone

Appendix A: Mission & Vision/Curricular Design

Coursework by Semester - OTD

Semester One, summer, Year One - 2015

OTD 5012	History of Occupational Science	2 SH
OTD 5023	Pathology and Disability	3 SH
OTD 5034	Practice 1: Primary Care	4 SH
OTD 5043	Technology 1: Skills Training	3 SH
		Total: 12 SH

Semester Two, fall, Year One - 2015

PT 7213	Movement Science	3 SH
OTD 5073	Practice 2: Occupational Science	3 SH
OTD 5083	Technology 2: Function	3 SH
OTD 5092	Research 1: Research in Occupational Science	2 SH
OTD 5101	Level 1 Fieldwork: Adults	1 SH
		Total: 12 SH

Semester Three, spring, Year One - 2016

PT 7224	Neuroscience	4 SH
OTD 5123	Practice 3: Pediatrics	3 SH
OTD 5133	Technology 3: Environment	3 SH
OTD 5142	Research 2: Descriptive Research	2 SH
OTD 5151	Level 1 Fieldwork: Pediatrics	1 SH
TBA	Elective 1 in cognate area	3 SH
		Total: 16 SH

Semester Four, Summer, Year Two - 2016

OTD 6164	Practice 4: Aging Adults	4 SH
OTD 6173	Technology 4: Electronic Communications	3 SH
OTD 6182	Research 3: Experimental Research	2 SH
OTD 6191	Level 1 Fieldwork: Aging Adults	1 SH
TBA	Elective 2 in cognate area	3 SH
		Total 13 SH

Appendix A: Mission & Vision/Curricular Design

Semester Five, fall, Year Two--2016

OTD 6203	Practice 5: Health & Wellness	3SH
OTD 6213	Technology 5: Informatics	3SH
OTD 6222	Research 4: Qualitative Research	2SH
OTD 6231	Level 1 Fieldwork: Interprofessional Practice	1SH
OTD 6243	Professional Practice Seminar	3SH
TBA	Elective 3 in Cognate Area	3SH
		Total 15 SH

Semester Six, spring, Year Two - 2017

OTD 625V	Level 2 Fieldwork	Total 12SH
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Semester Seven, summer, Year 3 - 2017

OTD 720V	Level 2 Fieldwork	Total 12SH
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Semester Eight, fall, Year 3 - 2017

OTD 7213	Practice 6: Population Health	3SH
OTD 7222	Research 5: Scholarship of Application	2SH
OTD 7232	Advocacy & Leadership	2SH
OTD 7242	Program Development and Assessment	2SH
OTD 7252	Health Care Delivery	2SH
TBA	Elective 4 in cognate area	3SH
		Total 14SH

Semester Nine, spring, Year 3 - 2018

OTD 726V	Level 3 Fieldwork: Doctoral Rotation (16 weeks)	12SH
OTD 7272	Capstone	2SH
		Total 14SH

Total of 120 Credits

Appendix B: Evaluation Instruments

Arkansas State University College of Nursing and Health Professions

Clinical Faculty Evaluation

Student evaluations of courses and faculty are conducted through EvalKit online evaluation in Blackboard. Students will respond to each of the following statements using the options below.

- Strongly Agree
 - Agree
 - Agree Somewhat
 - Disagree
 - Strongly Disagree
 - Did not have this instructor
-

1. The clinical faculty reviewed the course objectives and goals.
2. Assignments facilitated meeting course objectives and goals.
3. The faculty provided appropriate supervision.
4. Assignments facilitated clinical learning experiences.
5. This faculty helped me develop greater self-confidence in my skills.
6. This clinical faculty is a professional role model.
7. The faculty helped to apply theory to practice and linked learning to clinical objectives.
8. General Comments

Appendix B: Evaluation Instruments

Arkansas State University
College of Nursing and Health Professions

Instructor/Course Survey*

Student evaluations of courses and faculty are conducted through EvalKit online evaluation in Blackboard. Students will respond to each of the following statements using the options below.

0 Strongly Agree

0 Agree

0 Agree Somewhat

0 Disagree

0 Strongly Disagree

0 Did not have this instructor

From my perspective, the **PROFESSOR/INSTRUCTOR**:

1. Was organized and prepared for this course.
2. Feedback given to students was appropriate in relation to assignments and performance.
3. Communicated well in English.
4. Demonstrated impartial and fair evaluation.
5. Provided a positive student-teacher interaction.
6. Activities contributed to understanding and skill development.
7. Demonstrated punctuality.
8. Demonstrated knowledge and understanding of the subject matter.
9. Provided learning techniques appropriate for course and lab.
10. Interacted with the students in a professional manner.
11. Provided opportunities for problem solving, multiple viewpoints and critical thinking.
12. Provided adequate explanation of course material.
13. Provided an atmosphere in which students felt comfortable asking questions.
14. Comments regarding this instructor

From my perspective, the **COURSE**:

15. Reading level of the textbook was appropriate.
16. Equipment was functional and represented appropriate technology.
17. Format for this course facilitated accomplishment of course objectives and goals.

Appendix B: Evaluation Instruments

18. Course material was sequenced and structured to facilitate the achievement of goals and objectives.
19. Textbook covered the “topic”.
20. Library had adequate resources for this course.
21. Media used added to my learning experience.
22. Format for this course (compressed video, web/asynchronous, web-assisted, lecture/discussion, lab, etc...) was helpful in learning experience.
23. Additional reading/assignments provided opportunities to expand knowledge.
24. Comments regarding the course

*For team taught courses the first 14 statements will be used for each Instructor evaluation and statements 15-24 will be evaluated once for the course.

Appendix B: Evaluation Instruments

Arkansas State University College of Nursing and Health Professions

Clinical Course Survey

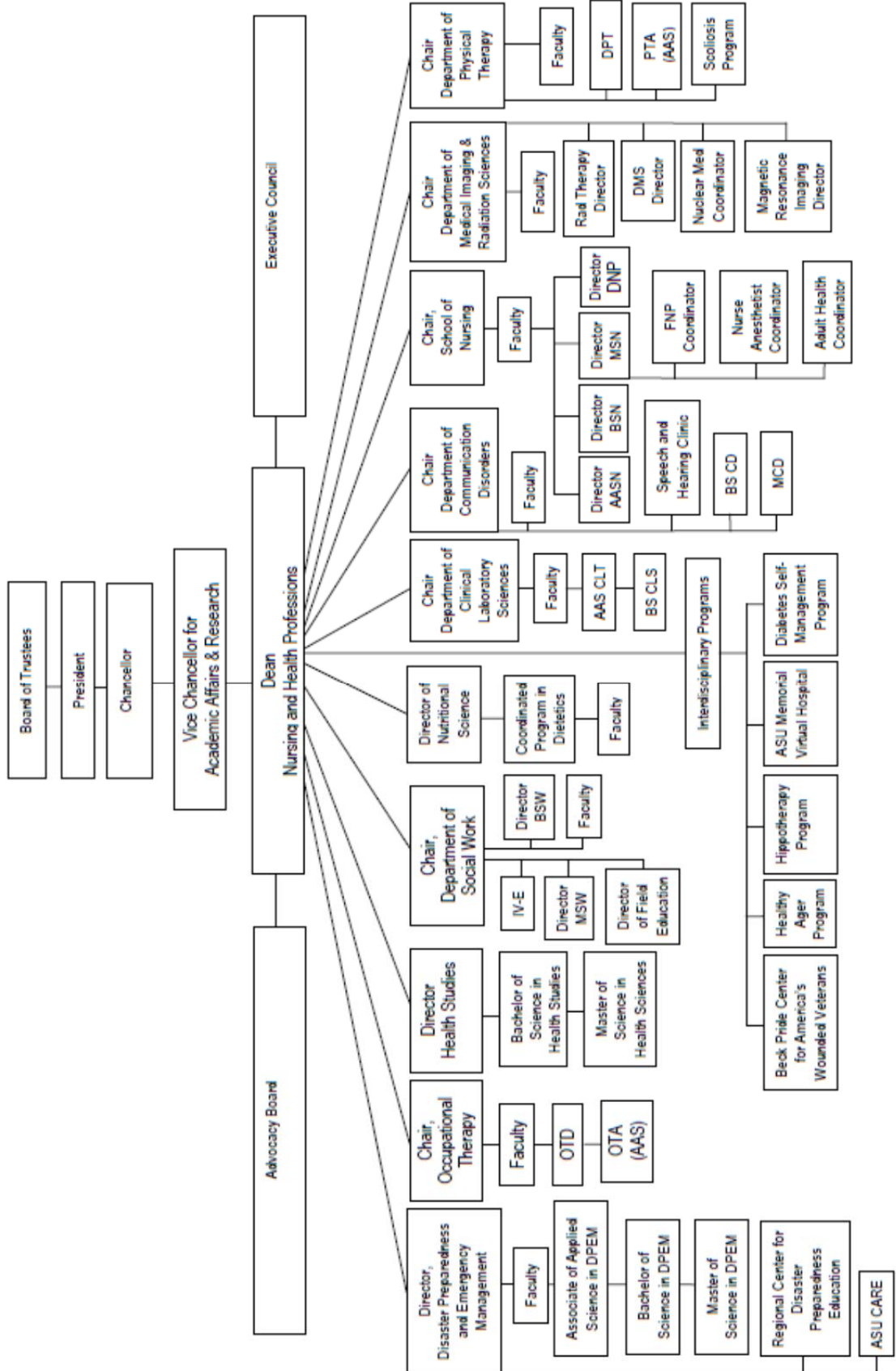
Student evaluations of courses and faculty are conducted through EvalKit online evaluation in Blackboard. Students will respond to each of the following statements using the options below.

- Strongly Agree
 - Agree
 - Agree Somewhat
 - Disagree
 - Strongly Disagree
 - Did not have this instructor
-

1. Learning experiences provided opportunities to achieve practicum objectives.
2. There is opportunity to apply content from previous and current courses.
3. Practicum assignments provided the opportunity for guided and independent learning.
4. Assignments contributed to my understanding of the subject or development of my skills.
5. Evaluations are performed as stated in the syllabus.
6. Seminar/post conference content support my acquisition of clinical knowledge (if applicable).
7. General Comments.

Appendix C: Organizational Chart

College of Nursing and Health Professions Organizational Chart Revised 01/30/2014



Appendix D: Library Resources

The Dean B. Ellis Library serves the needs of the entire University. The Library has a comprehensive range of resources and services to support the teaching, learning and research goals of students and faculty members in the College of Nursing and Health Professions. It is open seven days a week with the exception of holidays. The Library maintains reduced hours during breaks and maintains a limited operating schedule for the final two weeks in December when the University is closed for the winter break. The Library building also houses the Interactive Teaching and Technology Center and is the home of the compressed video distance learning classrooms.

The Voyager online catalog provides access to in-house Library holdings. Online databases from all subject areas including education, humanities, medicine, nursing, psychology, social sciences and current events are available. Databases of particular relevance include BioMed Central, CINAHL, Cochrane Library, Health Source: Nursing/Academic Edition, MEDLINE, OregonPDF, Physical Education Index, PubMed, Scirus, SPORTDiscus, Lexis-Nexis Academic Universe, OVID, Project Muse, PubMed Central, ScienceDirect, Wiley InterScience, and numerous others.

The Dean B. Ellis Library has a particularly strong Interlibrary Loan service, with no limit on the number of requests one can make and all interlibrary loan requests filled for students, faculty and staff at no charge. Additionally, over 99% of all requested articles are delivered electronically, and most are delivered to the requestor within one working day of the original request.

A staff of 15 professional librarians and 20 support staff acquire, organize and service the collection and provide all Library services. Reference librarians are available during the majority of Library operating hours to assist students and faculty with searches and to find materials. Reference librarians are also available by telephone to answer brief questions. On request the Library provides orientations, tours and specific instructions for classes including providing a dedicated, embedded librarian.

The print and online collections consist of over 2,000,000 total volumes or volume equivalents including more than 600,000 print books, more than 300,000 eBooks, 500,000 federal and state documents and 600,000 units in microform. Media Services has over 25,000 multimedia items. The total count of print book volumes in the RM (physical therapy) call number range is 406. In addition, there are many more titles related to occupational therapy in the Library collection in other call number ranges, particularly nursing. Current lists of available periodicals for occupational therapy and related fields may be viewed in real time online by using the Library's Online Journals catalog (<http://atoz.ebsco.com/Titles/12823>). Searching under the broad subject heading of Medicine and **Health Sciences** on January 28, 2014, found a total of at least 65 journals specifically related to the field of physical therapy and occupational therapy in

Appendix D: Library Resources

addition to thousands of additional titles in biology, medical sciences, nutrition, pharmacy and pharmacology, public health, and other related fields.

Faculty participating in the Occupational Therapy program will have primary responsibility for selecting the resources to be acquired or subscribed to with the annual departmental allocation. Individual faculty members and students may recommend books and periodicals for purchase. Although faculty members may directly request book purchases, a faculty member serving as the Library liaison will often make the request on behalf of the department. Faculty requests for book purchases are made using a number of professional review sources as a development guides. Over the past several years, numerous periodical and journal subscriptions in the field of nursing have been added or made available through broad content databases or open access. The new subscriptions were added as result of specific requests from departmental faculty. The list of subscriptions acquired from the funds allocated to the department is generally reviewed on an annual basis.

The departmental allocation for the Department of Physical Therapy is \$57,760, comprising 2.12% of the total Library acquisitions budget of \$2,728,890, and up from 2.00% two years ago. The combined total Library allocation for all departments in the College of Nursing and Health Professions is \$330,737, which is 12.12% of the total budget. Of the total Library acquisitions budget, approximately \$1,000,000 is not allocated to any department and is used by the Library for purchases and subscriptions that either apply to the campus as a whole, such as EBSCO's Academic Search Complete, LexisNexis Academic Universe, the journals and eBooks of JSTOR and Project Muse, Digital Dissertations and Theses, journal packages from publishers such as ScienceDirect and Sage, or to fill in gaps in the collection that are not covered by faculty requests. Of the \$1,718,505 that is allocated to all departments, the Department of Physical Therapy's allocation represents 3.36% and the allocation for the departments in College of Nursing and Health Professions represents 19.25%.

In 2004 a Student Library Fee was introduced in order to increase funds available for collections and online resources, and units throughout the University were able to increase the number of subscriptions and book/media purchases. The Student Library Fee is currently assessed to students at a rate of \$6 per credit hour and is projected to generate approximately \$1,800,000 in FY 2014. This fee revenue, combined with the Library Holdings budget of \$928,890, constitutes the funds available each year for Library acquisitions.

Action	Date	Status
Submit Letter of Intent	August 2013	Completed
Submit Eligibility form online	August 2013	Completed
Candidacy application on line	September 25, 2013	Will be reviewed Dec. 2014 ACOTE meeting (If action is positive, ASU may take students into program June 2015)
Submission of initial self-study document	August 3, 2015	Will be reviewed Dec 2015 ACOTE meeting
Tentative on site accreditation visit	April – June, 2016	ACOTE will take action August 2016 meeting

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

ENTER DATE...

Department Curriculum Committee Chair

ENTER DATE...

COPE Chair (if applicable)

ENTER DATE...

Department Chair:

ENTER DATE...

General Education Committee Chair (If applicable)

ENTER DATE...

College Curriculum Committee Chair

ENTER DATE...

Undergraduate Curriculum Council Chair

ENTER DATE...

College Dean

ENTER DATE...

Graduate Curriculum Committee Chair

ENTER DATE...

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

OTD 625V (12)

2. 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).

Level 2 Fieldwork

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.
Internship.

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter.

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

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

Level 2 fieldwork allows students to practice skills in various health care environments. Students are responsible for all aspects of OT service delivery.

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?

Admission to OTD program

b. Why?

Selective OTD program admission with prior courses in plan of study as preparation for clinical experience.

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

Spring, year 2.

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

Susan Hanrahan, PhD, PT

Arkansas State University - Jonesboro

870-972-3112

hanrahan@astate

11. Proposed Starting Term/Year

Spring / 2017

12. Is this course in support of a new program? Yes

If yes, what program?

Occupational Therapy Doctorate Program (OTD)

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

If yes, what course?

Enter text...

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

1. Identify the requirements of fieldwork education.

2. Differentiate the roles of the AFC and the CI in the Level II and doctoral settings.

3. Discuss the roles of the supervisor and the different types of supervision as it relates to Level II and doctoral fieldwork.
4. Evaluate how to give and use feedback and participate responsibly in a mentored relationship.
5. Differentiate various types of occupational therapy documentation requirements.
6. Demonstrate entry level competence in the fundamentals of occupational therapy practice.
7. Demonstrate entry level competence in the correlations and application of occupational therapy theoretical perspectives to the therapeutic evaluation and treatment process in all aspects of the occupational therapy practice domain.
8. Apply professional reasoning and theoretical perspectives and evidence to critically observe, analyze, describe and interpret human occupational performance.
9. Demonstrate professional interactions through written, oral, and nonverbal communication with clients, colleagues, families and other health care providers to promote occupational therapy.
10. Demonstrate entry level competence in the supervisory process and deliberative reflection for personal and professional formation.
11. Demonstrate entry level competence in the selection and administration of assessment tools and outcome measures in evaluating, interpreting, and documenting the occupational therapy needs of individuals and groups.
12. Plan, implement, and justify verbally and in writing, occupational therapy intervention in the professional practice setting.
13. Demonstrate competency in all interprofessional collaborative practice domains includes values, ethics, teamwork, roles and responsibilities, interprofessional practiced and communication.
14. Apply ethical reasoning as a guide for clinical decision making and professional interactions in client treatment and employment settings in accordance with the AOTA Code of Ethics.
15. Achieve an effective transition from the role of student to the role of entry level occupational therapists.
16. Differentiate among specialists both internal and external to the profession for consultation and intervention.
17. Demonstrate that the fieldwork program reflects the sequence and scope of content in the curriculum design in collaboration with the faculty so that fieldwork experiences strengthen the ties between didactic and fieldwork education.

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.

Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013.)

c. Student population served.

Students admitted to OTD program

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

Doctoral entry level fieldwork course is an internship offered following coursework preparation.

16. 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.)

Minimum of 12 weeks of full-time level II fieldwork.

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Discussion board assignments, fieldwork performance evaluation and student evaluation of fieldwork experience.

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

Fieldwork/Internship

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Supported by OT faculty and clinical preceptors; No additional classroom space is required.

20. What is the primary intended learning goal for students enrolled in this course?

Application of OT skills learned to date in a clinical environment.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

TEXTBOOKS REQUIRED:

Bonder, B, Martin, L. (2002). Culture in Clinical Care. Thorofare, NJ: Slack.

Napier, B. (2011). Occupational Therapy Fieldwork Survival Guide: A student planner, 2nd edition. Bethesda, MD. AOTA Press.

Sladyk, K (2004) The Successful Occupational Therapy Fieldwork Student. Slack, Inc.

Costa, D. (2004). The Essential Guide to Occupational Therapy Fieldwork Education: Resources for Today's Educators and Practitioners. Bethesda, MD. AOTA Press.

b. Number of pages of reading required per week: 20

c. Number of pages of writing required over the course of the semester: 5

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain: N/A

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)

Plan, implement and justify OT intervention in practice setting.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

On the Blackboard discussion board, post OT intervention with rationale and plan for implementation.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Grading rubric specific to the selected intervention. (Clinical Practice Guidelines are available at www.ahrq.gov or <http://www.guideline.gov>.)

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Demonstrate entry level competence in the fundamentals of OT practice.

Learning Activity:

Supervised and graded fieldwork experience.

Assessment Tool:

Fieldwork performance evaluation for the OT student. (attached)

Outcome #3:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

- Minimally
- Indirectly
- Directly

b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

OTD 625V (12)

Level 2 Fieldwork

Level 2 fieldwork allows students to practice skills in various health care environments. Students are responsible for all aspects of OT service delivery

**ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
PROGRAM IN OCCUPATIONAL THERAPY
OCCUPATIONAL THERAPY DOCTORATE PROGRAM**

Course & Title OTD 625V Level 2 Fieldwork

Credit Hours: 12 semester hours

PLACEMENT: Semester Six, spring, year two

FACULTY: TBA

COURSE DESCRIPTION: Level 2 fieldwork allows students to practice skills in various health care environments. Students are responsible for all aspects of occupational therapy service delivery in the assigned Level 2 setting.

STUDENT LEARNER OUTCOMES: Upon completion of this course, the student learner will have been given the opportunity to:

1. Identify the requirements of fieldwork education.
2. Differentiate the roles of the AFC and the CI in the Level 2 and doctoral settings.
3. Discuss the roles of the supervisor and the different types of supervision as it relates to Level 2 and doctoral fieldwork.
4. Evaluate how to give and use feedback and participate responsibly in a mentored relationship.
5. Differentiate various types of occupational therapy documentation requirements.
6. Demonstrate entry level competence in the fundamentals of occupational therapy practice.
7. Demonstrate entry level competence in the correlations and application of occupational therapy theoretical perspectives to the therapeutic evaluation and treatment process in all aspects of the occupational therapy practice domain.
8. Apply professional reasoning and theoretical perspectives and evidence to critically observe, analyze, describe and interpret human occupational performance.
9. Demonstrate professional interactions through written, oral, and nonverbal communication with clients, colleagues, families and other health care providers to promote occupational therapy.
10. Demonstrate entry level competence in the supervisory process and deliberative reflection for personal and professional formation.
11. Demonstrate entry level competence in the selection and administration of assessment tools and outcome measures in evaluating, interpreting, and documenting the occupational therapy needs of individuals and groups.
12. Plan, implement, and justify verbally and in writing, occupational therapy intervention in the professional practice setting.
13. Demonstrate competency in all interprofessional collaborative practice domains includes values, ethics, teamwork, roles and responsibilities, interprofessional practiced and communication.
14. Apply ethical reasoning as a guide for clinical decision making and professional interactions in client

treatment and employment settings in accordance with the AOTA Code of Ethics.

15. Achieve an effective transition from the role of student to the role of entry level occupational therapists.
16. Differentiate among specialists both internal and external to the profession for consultation and intervention.
17. Demonstrate that the fieldwork program reflects the sequence and scope of content in the curriculum design in collaboration with the faculty so that fieldwork experiences strengthen the ties between didactic and fieldwork education.

EVALUATION STRATEGIES: The course competencies are scored 1-4. Students will be evaluated using the Level 2 Fieldwork Performance Evaluation Tool (FWPE). Expectations of student performance in the clinic are as stated in the PWPE. Upon completion of their clinical experience, students will demonstrate entry level competence in occupational therapy.

A grade for this course will be assigned by the DCE in collaboration with feedback from the assigned fieldwork site. The extent to which learning objectives have been met will be based on performance data gathered during faculty site visits/contact and in conversation with students and clinical instructors, from written comments and ratings as documented on the performance evaluation completed by the clinical instructor, and any other documentation of performance submitted by the clinical facility.

25% Student evaluation of fieldwork experience (SEFWE) at midterm and final

55% Fieldwork performance evaluation (FWPE) at midterm and final

20% Discussion board assignments: Four mandatory discussion postings assigned at FW weeks 2, 6, 8, and 12.

Please see the attached AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE)

TEXTBOOKS REQUIRED:

Bonder, B, Martin, L. (2002). Culture in Clinical Care. Thorofare, NJ: Slack.

Napier, B. (2011). Occupational Therapy Fieldwork Survival Guide: A student planner, 2nd edition. Bethesda, MD. AOTA Press.

Sladyk, K (2004) The Successful Occupational Therapy Fieldwork Student. Slack, Inc.

Costa, D. (2004). The Essential Guide to Occupational Therapy Fieldwork Education: Resources for Today's Educators and Practitioners. Bethesda, MD. AOTA Press.

COURSE POLICIES:

1. The College of Nursing and Health Professions values academic integrity. An Honor Code is used within the College and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the department specific handbooks. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will

be held accountable.

2. Assignments should be submitted by the due date. Late Assignments will not be accepted unless an exception is negotiated with the Instructor **prior** to the assignment due date.
3. Classes are mandatory and must be attended. Participation is required and evaluated.
4. ALL official communication, notices or announcements will be sent through the student's ASU EMAIL account ONLY. The student is accountable for checking this account on a regular basis (daily or every other day) and is accountable for all official communication. It is the student's responsibility to keep the email account viable, enabled to receive email transmissions and blackboard access on a daily basis.

Access BlackboardLearn: Course Documents/ Information at course website for additional resources and guidelines. Also, see downloads available from Information Technology Services (ITS) for the use of BlackboardLearn.



Fieldwork Performance Evaluation For The Occupational Therapy Student

MS./MPL.
NAME: (LAST) (FIRST) (MIDDLE)

COLLEGE OR UNIVERSITY

FIELDWORK SETTING:

NAME OF ORGANIZATION/FACILITY

ADDRESS: (STREET OR PO BOX)

CITY STATE ZIP

TYPE OF FIELDWORK

ORDER OF PLACEMENT: 1 2 3 4 OUT OF 1 2 3 4

FROM: TO:
DATES OF PLACEMENT

NUMBER OF HOURS COMPLETED

FINAL SCORE

PASS: _____ NO PASS: _____

SUMMARY COMMENTS:

(ADDRESSES STUDENT'S CLINICAL COMPETENCE)

SIGNATURES:
I HAVE READ THIS REPORT.

SIGNATURE OF STUDENT

NUMBER OF PERSONS CONTRIBUTING TO THIS REPORT

SIGNATURE OF RATER #1

PRINT NAME/CREDENTIALS/POSITION

SIGNATURE OF RATER #2 (IF APPLICABLE)

PRINT NAME/CREDENTIALS/POSITION

AOTA grants permission to photocopy the *Fieldwork Performance Evaluation for the Occupational Therapy Student* for training purposes only. Training purposes encompass using the FWPE forms in student notebooks and training manuals for clinical fieldwork sites, in training sessions for practitioners on the proper use and scoring of the forms, and for students to complete a self-analysis during their fieldwork training. Permission to use the forms must be submitted to copyright@aota.org

Fieldwork Performance Evaluation For The Occupational Therapy Student

This evaluation is a revision of the 1987 American Occupational Therapy Association, Inc. Fieldwork Evaluation Form for the Occupational Therapist and was produced by a committee of the Commission on Education.

PURPOSE

The primary purpose of the Fieldwork Performance Evaluation for the Occupational Therapy Student is to measure entry-level competence of the occupational therapy student. The evaluation is designed to differentiate the competent student from the incompetent student and is not designed to differentiate levels above entry level competence. For further clarification on entry-level competency refer to the Standards of Practice for Occupational Therapy¹.

The evaluation is designed to measure the performance of the occupational therapy process and was not designed to measure the specific occupational therapy tasks in isolation. This evaluation reflects the 1998 Accreditation Council for Occupational Therapy Education Standards² and the National Board for Certification in Occupational Therapy, Inc. Practice Analysis results³. In addition, this evaluation allows students to evaluate their own strengths and challenges in relation to their performance as an occupational therapist.

USE OF THE FIELDWORK PERFORMANCE EVALUATION FOR THE OCCUPATIONAL THERAPY STUDENT

The Fieldwork Performance Evaluation is intended to provide the student with an accurate assessment of his/her competence for entry-level practice. Both the student and fieldwork educator should recognize that growth occurs over time. **The midterm and final evaluation scores will reflect development of student competency and growth.** In order to effectively use this evaluation to assess student competence, site-specific objectives need to be developed. Utilize this evaluation as a framework to assist in ensuring that all key performance areas are reflected in the site-specific objectives.

Using this evaluation at midterm and final, it is suggested that the student complete a self-evaluation of his/her own performance. During the midterm review process, the student and fieldwork educator should collaboratively develop a plan, which would enable the student to achieve entry-level competence by the end of the fieldwork experience. This plan should include specific objectives and enabling activities to be used by the student and fieldwork educator in order to achieve the desired competence.

The Fieldwork Educator must contact the Academic Fieldwork Coordinator when: (1) a student exhibits unsatisfactory behavior in a substantial number of tasks or (2) a student's potential for achieving entry-level competence by the end of the affiliation is in question.

DIRECTIONS FOR RATING STUDENT PERFORMANCE

- There are 42 performance items.
- Every item must be scored, using the one to four point rating scale (see below).
- **The rating scales should be carefully studied prior to using this evaluation.** Definitions of the scales are given at the top of each page.
- Circle the number that corresponds to the description that best describes the student's performance.
- **The ratings for the Ethics and Safety items must be scored at 3 or above on the final evaluation for the student to pass the fieldwork experience.** If the ratings are below 3, continue to complete the Fieldwork Performance Evaluation to provide feedback to the student on her/his performance.
- Record midterm and final ratings on the Performance Rating Summary Sheet.
- Compare overall midterm and final score to the scale below.

OVERALL MIDTERM SCORE

Satisfactory Performance 90 and above
Unsatisfactory Performance 89 and below

OVERALL FINAL SCORE

Pass 122 points and above
No Pass 121 points and below

RATING SCALE FOR STUDENT PERFORMANCE

- 4 — **Exceeds Standards:** Performance is highly skilled and self-initiated. This rating is **rarely given** and would represent the **top 5% of all the students** you have supervised.
- 3 — **Meets Standards:** Performance is consistent with **entry-level** practice. This rating is **infrequently given at midterm** and is a **strong rating at final**.
- 2 — **Needs improvement:** Performance is **progressing but still needs** improvement for entry-level practice. This is a **realistic rating of performance at midterm**, and some ratings of 2 may be reasonable at the final.
- 1 — **Unsatisfactory:** Performance is **below standards** and requires development for entry-level practice. This rating is given when **there is a concern about performance**.

RATING SCALE FOR STUDENT PERFORMANCE

- 4 — **Exceeds Standards:** Performance is highly skilled and self-initiated. This rating is **rarely given** and **would represent the top 5% of all the students** you have supervised.
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- 1 — **Unsatisfactory:** Performance is **below standards** and requires development for entry-level practice. This rating is given when there is a **concern about performance**.

I. FUNDAMENTALS OF PRACTICE:

All items in this area must be scored at a #3 or above on the final evaluation in order to pass fieldwork.

- 1. **Adheres to ethics:** Adheres consistently to the American Occupational Therapy Association Code of Ethics' and site's policies and procedures including when relevant, those related to human subject research.

Midterm	1	2	3	4
Final	1	2	3	4

- 2. **Adheres to safety regulations:** Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.

Midterm	1	2	3	4
Final	1	2	3	4

- 3. **Uses judgment in safety:** Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.

Midterm	1	2	3	4
Final	1	2	3	4

Comments on strengths and areas for improvement:

• Midterm

• Final

II. BASIC TENETS:

- 4. Clearly and confidently **articulates the values and beliefs** of the occupational therapy profession to clients, families, significant others, colleagues, service providers, and the public.

Midterm	1	2	3	4
Final	1	2	3	4

- 5. Clearly, confidently, and accurately **articulates the value of occupation** as a method and desired outcome of occupational therapy to clients, families, significant others, colleagues, service providers, and the public.

Midterm	1	2	3	4
Final	1	2	3	4

- 6. Clearly, confidently, and accurately **communicates the roles of the occupational therapist and occupational therapy assistant** to clients, families, significant others, colleagues, service providers, and the public.

Midterm	1	2	3	4
Final	1	2	3	4

- 7. **Collaborates with** client, family, and significant others throughout the occupational therapy process.

Midterm	1	2	3	4
Final	1	2	3	4

Comments on strengths and areas for improvement:

• Midterm

• Final

RATING SCALE FOR STUDENT PERFORMANCE

- 4 — **Exceeds Standards:** Performance is highly skilled and self-initiated. This rating is **rarely given** and **would represent the top 5% of all the students** you have supervised.
- 3 — **Meets Standards:** Performance is consistent with **entry-level practice**. This rating is **infrequently given at midterm** and is a **strong rating at final**.
- 2 — **Needs improvement:** Performance is **progressing but** still needs improvement for entry-level practice. This is a **realistic rating of performance at midterm**, and some ratings of 2 may be reasonable at the final.
- 1 — **Unsatisfactory:** Performance is **below standards** and requires development for entry-level practice. This rating is given when **there is a concern about performance**.

- 15. **Interprets evaluation results** to determine client's occupational performance strengths and challenges.

Midterm	1	2	3	4
Final	1	2	3	4
- 16. **Establishes an accurate and appropriate plan** based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories, and evidence-based practice.

Midterm	1	2	3	4
Final	1	2	3	4
- 17. **Documents the results of the evaluation** process that demonstrates objective measurement of client's occupational performance.

Midterm	1	2	3	4
Final	1	2	3	4

III. EVALUATION AND SCREENING:

- 8. **Articulates a clear and logical rationale** for the evaluation process.

Midterm	1	2	3	4
Final	1	2	3	4
- 9. **Selects relevant screening and assessment methods** while considering such factors as client's priorities, context(s), theories, and evidence-based practice.

Midterm	1	2	3	4
Final	1	2	3	4
- 10. **Determines client's occupational profile** and performance through appropriate assessment methods.

Midterm	1	2	3	4
Final	1	2	3	4
- 11. **Assesses client factors and context(s)** that support or hinder occupational performance.

Midterm	1	2	3	4
Final	1	2	3	4
- 12. **Obtains sufficient and necessary information** from relevant resources such as client, families, significant others, service providers, and records prior to and during the evaluation process.

Midterm	1	2	3	4
Final	1	2	3	4
- 13. **Administers assessments** in a uniform manner to ensure findings are valid and reliable.

Midterm	1	2	3	4
Final	1	2	3	4
- 14. **Adjusts/modifies the assessment procedures** based on client's needs, behaviors, and culture.

Midterm	1	2	3	4
Final	1	2	3	4

Comments on strengths and areas for improvement:

• Midterm

• Final

IV. INTERVENTION:

- 18. **Articulates a clear and logical rationale** for the intervention process.

Midterm	1	2	3	4
Final	1	2	3	4
- 19. **Utilizes evidence** from published research and relevant resources to make informed intervention decisions.

Midterm	1	2	3	4
Final	1	2	3	4

20. **Chooses occupations** that motivate and challenge clients.

Midterm	1	2	3	4
Final	1	2	3	4

21. **Selects relevant occupations** to facilitate clients meeting established goals.

Midterm	1	2	3	4
Final	1	2	3	4

22. **Implements intervention plans** that are client-centered.

Midterm	1	2	3	4
Final	1	2	3	4

23. **Implements intervention plans** that are occupation-based.

Midterm	1	2	3	4
Final	1	2	3	4

24. **Modifies task approach, occupations, and the environment** to maximize client performance.

Midterm	1	2	3	4
Final	1	2	3	4

25. **Updates, modifies, or terminates the intervention plan** based upon careful monitoring of the client's status.

Midterm	1	2	3	4
Final	1	2	3	4

26. **Documents client's response** to services in a manner that demonstrates the efficacy of interventions.

Midterm	1	2	3	4
Final	1	2	3	4

Comments on strengths and areas for improvement:

• Midterm

• Final

V. MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES:

27. **Demonstrates through practice or discussion the ability to assign** appropriate responsibilities to the occupational therapy assistant and occupational therapy aide.

Midterm	1	2	3	4
Final	1	2	3	4

28. **Demonstrates through practice or discussion the ability to actively collaborate** with the occupational therapy assistant.

Midterm	1	2	3	4
Final	1	2	3	4

29. **Demonstrates understanding of the costs and funding** related to occupational therapy services at this site.

Midterm	1	2	3	4
Final	1	2	3	4

30. **Accomplishes organizational goals** by establishing priorities, developing strategies, and meeting deadlines.

Midterm	1	2	3	4
Final	1	2	3	4

31. **Produces the volume of work** required in the expected time frame.

Midterm	1	2	3	4
Final	1	2	3	4

Comments on strengths and areas for improvement:

• Midterm

• Final

RATING SCALE FOR STUDENT PERFORMANCE

- 4 — **Exceeds Standards:** Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all the students you have supervised.
- 3 — **Meets Standards:** Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.
- 2 — **Needs improvement:** Performance is progressing but still needs improvement for entry-level practice. This is a realistic rating of performance at midterm, and some ratings of 2 may be reasonable at the final.
- 1 — **Unsatisfactory:** Performance is below standards and requires development for entry-level practice. This rating is given when there is a concern about performance.

VI. COMMUNICATION:

- 32. **Clearly and effectively communicates verbally and nonverbally** with clients, families, significant others, colleagues, service providers, and the public.

Midterm	1	2	3	4
Final	1	2	3	4
- 33. **Produces clear and accurate documentation** according to site requirements.

Midterm	1	2	3	4
Final	1	2	3	4
- 34. **All written communication is legible**, using proper spelling, punctuation, and grammar.

Midterm	1	2	3	4
Final	1	2	3	4
- 35. **Uses language appropriate to the recipient** of the information, including but not limited to funding agencies and regulatory agencies.

Midterm	1	2	3	4
Final	1	2	3	4

Comments on strengths and areas for improvement:

• Midterm

• Final

VII. PROFESSIONAL BEHAVIORS:

- 36. **Collaborates with supervisor(s)** to maximize the learning experience.

Midterm	1	2	3	4
Final	1	2	3	4
- 37. **Takes responsibility for attaining professional competence** by seeking out learning opportunities and interactions with supervisor(s) and others.

Midterm	1	2	3	4
Final	1	2	3	4
- 38. **Responds constructively to feedback.**

Midterm	1	2	3	4
Final	1	2	3	4
- 39. **Demonstrates consistent work behaviors** including initiative, preparedness, dependability, and work site maintenance.

Midterm	1	2	3	4
Final	1	2	3	4
- 40. **Demonstrates effective time management.**

Midterm	1	2	3	4
Final	1	2	3	4
- 41. **Demonstrates positive interpersonal skills** including but not limited to cooperation, flexibility, tact, and empathy.

Midterm	1	2	3	4
Final	1	2	3	4
- 42. **Demonstrates respect for diversity** factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.

Midterm	1	2	3	4
Final	1	2	3	4

Comments on strengths and areas for improvement:

• Midterm

• Final

PERFORMANCE RATING SUMMARY SHEET

Performance Items	Midterm Ratings	Final Ratings
I. FUNDAMENTALS OF PRACTICE		
1. Adheres to ethics		
2. Adheres to safety regulations		
3. Uses judgment in safety		
II. BASIC TENETS OF OCCUPATIONAL THERAPY		
4. Articulates values and beliefs		
5. Articulates value of occupation		
6. Communicates role of occupational therapist		
7. Collaborates with clients		
III. EVALUATION AND SCREENING		
8. Articulates clear rationale for evaluation		
9. Selects relevant methods		
10. Determines occupational profile		
11. Assesses client and contextual factors		
12. Obtains sufficient and necessary information		
13. Administers assessments		
14. Adjusts/modifies assessment procedures		
15. Interprets evaluation results		
16. Establishes accurate plan		
17. Documents results of evaluation		
IV. INTERVENTION		
18. Articulates clear rationale for intervention		
19. Utilizes evidence to make informed decisions		
20. Chooses occupations that motivate and challenge		
21. Selects relevant occupations		
22. Implements client-centered interventions		
23. Implements occupation-based interventions		
24. Modifies approach, occupation, and environment		
25. Updates, modifies, or terminates intervention plan		
26. Documents client's response		
V. MANAGEMENT OF OT SERVICES		
27. Demonstrates ability to assign through practice or discussion		
28. Demonstrates ability to collaborate through practice or discussion		
29. Understands costs and funding		
30. Accomplishes organizational goals		
31. Produces work in expected time frame		
VI. COMMUNICATION		
32. Communicates verbally and nonverbally		
33. Produces clear documentation		
34. Written communication is legible		
35. Uses language appropriate to recipient		
VII. PROFESSIONAL BEHAVIORS		
36. Collaborates with supervisor		
37. Takes responsibility for professional competence		
38. Responds constructively to feedback		
39. Demonstrates consistent work behaviors		
40. Demonstrates time management		
41. Demonstrates positive interpersonal skills		
42. Demonstrates respect for diversity		
TOTAL SCORE		

MIDTERM:
 Satisfactory Performance 90 and above
 Unsatisfactory Performance 89 and below

FINAL:
 Pass 122 points and above
 No Pass 121 points and below

REFERENCES

1. American Occupational Therapy Association. (1998). Standards of practice for occupational therapy. *American Journal of Occupational Therapy*, 52, 866–869.
2. Accreditation Council for Occupational Therapy Education. (1999). Standards for an accredited educational program for the occupational therapist. *American Journal of Occupational Therapy*, 53, 575–582.
3. National Board for Certification in Occupational Therapy. (1997). *National Study of Occupational Therapy Practice, Executive Summary*.
4. American Occupational Therapy Association. (2000). Occupational therapy code of ethics (2000). *American Journal of Occupational Therapy*, 54, 614–616.
5. American Occupational Therapy Association (2002). Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606–639.

GLOSSARY

Client Factors: Those factors that reside within the client and that may affect performance in areas of occupation. Client factors include body functions and body structures

- body functions (a client factor, including physical, cognitive, psychosocial aspects)—“the physiological function of body systems (including psychological functions)” (WHO, 2001, p.10)

- body structures—“anatomical parts of the body such as organs, limbs and their components [that support body function]” (WHO, 2001, p.10)

(Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606–639.)¹

Code of Ethics: Refer to www.aota.org/general/coe.asp

Collaborate: To work together with a mutual sharing of thoughts and ideas (ACOTE Glossary)

Competency: Adequate skills and abilities to practice as an entry-level occupational therapist or occupational therapy assistant

Context: Refers to a variety of interrelated conditions within and surrounding the client that influence performance. Contexts include cultural, physical, social, personal, spiritual, temporal and virtual. (Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606–639)¹

Efficacy: Having the desired influence or outcome (from Neistadt and Crepeau, eds. *Willard & Spackman's Occupational Therapy*, 9th edition, 1998)

Entry-level practice: Refer to American Occupational Therapy Association (1993). Occupational therapy roles. *American Journal of Occupational Therapy*, 47, 1087–99.

Evidence-based Practice: “Conscientious, explicit and judicious use of current best evidence in making decisions about the care of individual patients. The practice of evidence-based [health care] means integrating individual clinical expertise with the best available external clinical evidence from systematic research.” (Sackett and colleagues, *Evidence-based medicine: How to practice and teach EBM*, 1997, p. 2) (From the Mary Law article “Evidence-Based Practice: What Can It Mean for ME?”, www.aota.org)

Occupation: Groups of activities and tasks of everyday life, named, organized, and given value and meaning by individuals and a culture; occupation is everything people do to occupy themselves, including looking after themselves (self-care), enjoying life (leisure), and contributing to the social and economic fabric of their communities (productivity); the domain of concern and the therapeutic medium of occupational therapy. (Townsend, ed., 1997, *Enabling Occupation: An Occupational Therapy Perspective*, p.181)

Occupational Performance: The result of a dynamic, interwoven relationship between persons, environment, and occupation over a person's lifespan; the ability to choose, organize, and satisfactorily perform meaningful occupations that are culturally defined and age appropriate for looking after oneself, enjoying life, and contributing to the social and economic fabric of a community. (Townsend, ed., 1997, *Enabling Occupation: An Occupational Therapy Perspective*, p.181)

Occupational Profile: A profile that describes the client's occupational history, patterns of daily living, interests, values and needs. (Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606–639)¹

Spiritual: (a context) The fundamental orientation of a person's life; that which inspires and motivates that individual. (Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606–639)¹

Theory: “An organized way of thinking about given phenomena. In occupational therapy the phenomenon of concern is occupational endeavor. Theory attempts to (1) define and explain the relationships between concepts or ideas related to the phenomenon of interest, (2) explain how these relationships can predict behavior or events, and (3) suggest ways that the phenomenon can be changed or controlled. Occupational therapy theory is concerned with four major concepts related to occupational endeavor: person, environment, health, and occupation.” (Neistadt and Crepeau, eds., *Willard & Spackman's Occupational Therapy*, 9th ed., 1998, p. 521)

Code #

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course** (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

ENTER DATE...

Department Curriculum Committee Chair

ENTER DATE...

COPE Chair (if applicable)

ENTER DATE...

Department Chair:

ENTER DATE...

General Education Committee Chair (If applicable)

ENTER DATE...

College Curriculum Committee Chair

ENTER DATE...

Undergraduate Curriculum Council Chair

ENTER DATE...

College Dean

ENTER DATE...

Graduate Curriculum Committee Chair

ENTER DATE...

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

OTD 720V (12)

2. 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).

Level 2 Fieldwork

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Internship

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?
Standard letter.

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

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)
No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.
Level 2 fieldwork allows students to practice skills in various health care environments. Students are responsible for all aspects of occupational therapy service delivery.

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?
Admission to OTD program

b. Why?
Selective OTD program admission with prior courses in plan of study as preparation for clinical experience.

9. Course frequency (e.g. Fall, Spring, Summer). Not applicable to Graduate courses.
Summer, year 3

10. Contact Person (Name, Email Address, Phone Number)
Susan Hanrahan, PhD, PT
Arkansas State University – Jonesboro
870-972-3112
hanrahan@astate.edu

11. Proposed Starting Term/Year
Summer / 2017

12. Is this course in support of a new program? Yes
If yes, what program?
Occupational Therapy Doctorate Program (OTD)

13. Does this course replace a course being deleted? No
If yes, what course?

Enter text...

Has this course number been used in the past? No
Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No
If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

1. Identify the requirements of fieldwork education.
2. Differentiate the roles of the AFC and the CI in the Level 2 and doctoral settings.
3. Discuss the roles of the supervisor and the different types of supervision as it relates to Level 2 and doctoral fieldwork.
4. Evaluate how to give and use feedback and participate responsibly in a mentored relationship.
5. Differentiate various types of occupational therapy documentation requirements.
6. Demonstrate entry level competence in the fundamentals of occupational therapy practice.
7. Demonstrate entry level competence in the correlations and application of occupational therapy theoretical perspectives to the therapeutic evaluation and treatment process in all aspects of the occupational therapy practice domain.
8. Apply professional reasoning and theoretical perspectives and evidence to critically observe, analyze, describe and interpret human occupational performance.
9. Demonstrate professional interactions through written, oral, and nonverbal communication with clients, colleagues, families and other health care providers to promote occupational therapy.
10. Demonstrate entry level competence in the supervisory process and deliberative reflection for personal and professional formation.
11. Demonstrate entry level competence in the selection and administration of assessment tools and outcome measures in evaluating, interpreting, and documenting the occupational therapy needs of individuals and groups.
12. Plan, implement, and justify verbally and in writing, occupational therapy intervention in the professional practice setting.
13. Demonstrate competency in all interprofessional collaborative practice domains includes values, ethics, teamwork, roles and responsibilities, interprofessional practiced and communication.
14. Apply ethical reasoning as a guide for clinical decision making and professional interactions in client treatment and employment settings in accordance with the AOTA Code of Ethics.
15. Achieve an effective transition from the role of student to the role of entry level occupational therapists.
16. Differentiate among specialists both internal and external to the profession for consultation and intervention.
17. Demonstrate that the fieldwork program reflects the sequence and scope of content in the curriculum design in collaboration with the faculty so that fieldwork experiences strengthen the ties between didactic and fieldwork education.

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.

Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013.)

c. Student population served.

Students admitted to OTD program

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

Doctoral entry level fieldwork course is an internship offered following coursework preparation (see #8.)

16. 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.)

Minimum of 12 weeks of full-time Level 2 fieldwork

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Level 2 Fieldwork

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

Fieldwork/internship

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Supported by OT staff and clinical preceptors. No additional classroom space needed.

20. What is the primary intended learning goal for students enrolled in this course?
Application of OT skills learned to date in a clinical environment.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

TEXTBOOKS REQUIRED:

Royeen, AM, & Crabtree, JL (2006). Culture in Rehabilitation: From Competency to Proficiency. Upper Saddle River, NJ: Pearson.

Bonder, B, Martin, L. (2002). Culture in Clinical Care. Thorofare, NJ: Slack.

Napier, B. (2011). Occupational Therapy Fieldwork Survival Guide: A student planner, 2nd edition. Bethesda, MD. AOTA Press.

Sladyk, K (2004) The Successful Occupational Therapy Fieldwork Student. Slack, Inc.

Costa, D. (2004). The Essential Guide to Occupational Therapy Fieldwork Education: Resources for Today's Educators and Practitioners. Bethesda, MD. AOTA Press.

b. Number of pages of reading required per week: 25

c. Number of pages of writing required over the course of the semester: 5

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain: N/A

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)

Plan, implement and justify OT intervention in practice setting.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

On the Blackboard discussion boards, post OT intervention with rationale and plan for implementation

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Grading rubric specific to the selected intervention. ((Clinical Practice Guidelines are available at www.ahrq.gov or <http://www.guideline.gov>.)

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Demonstrate entry level competence in the fundamentals of OT practice.

Learning Activity:

Supervised and graded fieldwork experience.

Assessment Tool:

Fieldwork performance evaluation for the OT student. (attached)

Outcome #3:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

Minimally

Indirectly

Directly

b. Thinking Critically

Minimally

Indirectly

Directly

c. Using Technology

Minimally

Indirectly

Directly

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".

9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

OTD 720V (12)

Level 2 Fieldwork

Level 2 fieldwork allows students to practice skills in various health care environments. Students are responsible for all aspects of occupational therapy service delivery.

**ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
PROGRAM IN OCCUPATIONAL THERAPY
OCCUPATIONAL THERAPY DOCTORATE PROGRAM**

Course & Title OTD 720V Level 2 Fieldwork

Credit Hours: 12 semester hours

PLACEMENT: Semester Seven, Summer, year three

FACULTY: TBA

COURSE DESCRIPTION: Level 2 fieldwork allows students to practice skills in various health care environments. Students are responsible for all aspects of occupational therapy service delivery in the assigned Level 2 setting.

STUDENT LEARNER OUTCOMES: Upon completion of this course, the student learner will have been given the opportunity to:

1. Identify the requirements of fieldwork education.
2. Differentiate the roles of the AFC and the CI in the Level 2 and doctoral settings.
3. Discuss the roles of the supervisor and the different types of supervision as it relates to Level 2 and doctoral fieldwork.
4. Evaluate how to give and use feedback and participate responsibly in a mentored relationship.
5. Differentiate various types of occupational therapy documentation requirements.
6. Demonstrate entry level competence in the fundamentals of occupational therapy practice.
7. Demonstrate entry level competence in the correlations and application of occupational therapy theoretical perspectives to the therapeutic evaluation and treatment process in all aspects of the occupational therapy practice domain.
8. Apply professional reasoning and theoretical perspectives and evidence to critically observe, analyze, describe and interpret human occupational performance.
9. Demonstrate professional interactions through written, oral, and nonverbal communication with clients, colleagues, families and other health care providers to promote occupational therapy.
10. Demonstrate entry level competence in the supervisory process and deliberative reflection for personal and professional formation.
11. Demonstrate entry level competence in the selection and administration of assessment tools and outcome measures in evaluating, interpreting, and documenting the occupational therapy needs of individuals and groups.
12. Plan, implement, and justify verbally and in writing, occupational therapy intervention in the professional practice setting.
13. Demonstrate competency in all interprofessional collaborative practice domains includes values, ethics, teamwork, roles and responsibilities, interprofessional practiced and communication.
14. Apply ethical reasoning as a guide for clinical decision making and professional interactions

- in client treatment and employment settings in accordance with the AOTA Code of Ethics.
15. Achieve an effective transition from the role of student to the role of entry level occupational therapists.
 16. Differentiate among specialists both internal and external to the profession for consultation and intervention.
 17. Demonstrate that the fieldwork program reflects the sequence and scope of content in the curriculum design in collaboration with the faculty so that fieldwork experiences strengthen the ties between didactic and fieldwork education.

EVALUATION STRATEGIES: These course competencies are graded as standard letter. Students will be evaluated using the Level 2 Fieldwork Performance Evaluation Tool (FWPE). Expectations of student performance in the clinic are as stated in the PWPE. Upon completion of their clinical experience, students will demonstrate entry level competence in occupational therapy.

A grade for this course will be assigned by the DCE in collaboration with feedback from the assigned fieldwork site. The extent to which learning objectives have been met will be based on performance data gathered during faculty site visits/contact and in conversation with students and clinical instructors, from written comments and ratings as documented on the performance evaluation completed by the clinical instructor, and any other documentation of performance submitted by the clinical facility.

25% Student evaluation of fieldwork experience (SEFWE) at midterm and final

55% Fieldwork performance evaluation (FWPE) at midterm and final

20% Discussion board assignments: Four mandatory discussion postings assigned at FW weeks 2, 6, 8, and 12.

Please see the attached AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student (FWPE)

TEXTBOOKS REQUIRED:

Royeen, AM, & Crabtree, JL (2006). *Culture in Rehabilitation: From Competency to Proficiency*. Upper Saddle River, NJ: Pearson.

Bonder, B, Martin, L. (2002). *Culture in Clinical Care*. Thorofare, NJ: Slack.

Napier, B. (2011). *Occupational Therapy Fieldwork Survival Guide: A student planner*, 2nd edition. Bethesda, MD. AOTA Press.

Sladyk, K (2004) *The Successful Occupational Therapy Fieldwork Student*. Slack, Inc.

Costa, D. (2004). *The Essential Guide to Occupational Therapy Fieldwork Education: Resources for Today's Educators and Practitioners*. Bethesda, MD. AOTA Press

COURSE POLICIES:

1. The College of Nursing and Health Professions values academic integrity. An Honor

Code is used within the College and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the department specific handbooks. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.

2. Assignments should be submitted by the due date. Late Assignments will not be accepted unless an exception is negotiated with the Instructor **prior** to the assignment due date.
3. Classes are mandatory and must be attended. Participation is required and evaluated.
4. ALL official communication, notices or announcements will be sent through the student's ASU EMAIL account ONLY. The student is accountable for checking this account on a regular basis (daily or every other day) and is accountable for all official communication. It is the student's responsibility to keep the email account viable, enabled to receive email transmissions and blackboard access on a daily basis.

Access BlackboardLearn: Course Documents/ Information at course website for additional resources and guidelines. Also, see downloads available from Information Technology Services (ITS) for the use of BlackboardLearn.



Fieldwork Performance Evaluation For The Occupational Therapy Student

MS./MR. _____
NAME: (LAST) (FIRST) (MIDDLE)

COLLEGE OR UNIVERSITY _____

FIELDWORK SETTING:

NAME OF ORGANIZATION/FACILITY _____

ADDRESS: (STREET OR PO BOX) _____

CITY STATE ZIP _____

TYPE OF FIELDWORK _____

ORDER OF PLACEMENT: 1 2 3 4 OUT OF 1 2 3 4

FROM: TO: _____
DATES OF PLACEMENT

NUMBER OF HOURS COMPLETED _____

FINAL SCORE _____

PASS: _____ NO PASS: _____

SUMMARY COMMENTS:
(ADDRESSES STUDENT'S CLINICAL COMPETENCE)

SIGNATURES:
I HAVE READ THIS REPORT.

SIGNATURE OF STUDENT _____

NUMBER OF PERSONS CONTRIBUTING TO THIS REPORT _____

SIGNATURE OF RATER #1 _____

PRINT NAME/CREDENTIALS/POSITION _____

SIGNATURE OF RATER #2 (IF APPLICABLE) _____

PRINT NAME/CREDENTIALS/POSITION _____

AOTA grants permission to photocopy the *Fieldwork Performance Evaluation for the Occupational Therapy Student* for training purposes only. Training purposes encompass using the FWPE forms in student notebooks and training manuals for clinical fieldwork sites, in training sessions for practitioners on the proper use and scoring of the forms, and for students to complete a self-analysis during their fieldwork training. Permission to use the forms must be submitted to copyright@aota.org

Fieldwork Performance Evaluation For The Occupational Therapy Student

This evaluation is a revision of the 1987 American Occupational Therapy Association, Inc. Fieldwork Evaluation Form for the Occupational Therapist and was produced by a committee of the Commission on Education.

PURPOSE

The primary purpose of the Fieldwork Performance Evaluation for the Occupational Therapy Student is to measure entry-level competence of the occupational therapy student. The evaluation is designed to differentiate the competent student from the incompetent student and is not designed to differentiate levels above entry level competence. For further clarification on entry-level competency refer to the Standards of Practice for Occupational Therapy¹.

The evaluation is designed to measure the performance of the occupational therapy process and was not designed to measure the specific occupational therapy tasks in isolation. This evaluation reflects the 1998 Accreditation Council for Occupational Therapy Education Standards² and the National Board for Certification in Occupational Therapy, Inc. Practice Analysis results³. In addition, this evaluation allows students to evaluate their own strengths and challenges in relation to their performance as an occupational therapist.

USE OF THE FIELDWORK PERFORMANCE EVALUATION FOR THE OCCUPATIONAL THERAPY STUDENT

The Fieldwork Performance Evaluation is intended to provide the student with an accurate assessment of his/her competence for entry-level practice. Both the student and fieldwork educator should recognize that growth occurs over time. **The midterm and final evaluation scores will reflect development of student competency and growth.** In order to effectively use this evaluation to assess student competence, site-specific objectives need to be developed. Utilize this evaluation as a framework to assist in ensuring that all key performance areas are reflected in the site-specific objectives.

Using this evaluation at midterm and final, it is suggested that the student complete a self-evaluation of his/her own performance. During the midterm review process, the student and fieldwork educator should collaboratively develop a plan, which would enable the student to achieve entry-level competence by the end of the fieldwork experience. This plan should include specific objectives and enabling activities to be used by the student and fieldwork educator in order to achieve the desired competence.

The Fieldwork Educator must contact the Academic Fieldwork Coordinator when: (1) a student exhibits unsatisfactory behavior in a substantial number of tasks or (2) a student's potential for achieving entry-level competence by the end of the affiliation is in question.

DIRECTIONS FOR RATING STUDENT PERFORMANCE

- There are 42 performance items.
- Every item must be scored, using the one to four point rating scale (see below).
- **The rating scales should be carefully studied prior to using this evaluation.** Definitions of the scales are given at the top of each page.
- Circle the number that corresponds to the description that best describes the student's performance.
- **The ratings for the Ethics and Safety items must be scored at 3 or above on the final evaluation for the student to pass the fieldwork experience.** If the ratings are below 3, continue to complete the Fieldwork Performance Evaluation to provide feedback to the student on her/his performance.
- Record midterm and final ratings on the Performance Rating Summary Sheet.
- Compare overall midterm and final score to the scale below.

OVERALL MIDTERM SCORE

Satisfactory Performance 90 and above
Unsatisfactory Performance 89 and below

OVERALL FINAL SCORE

Pass 122 points and above
No Pass 121 points and below

RATING SCALE FOR STUDENT PERFORMANCE

- 4 — **Exceeds Standards:** Performance is highly skilled and self-initiated. This rating is **rarely given** and **would represent the top 5% of all the students** you have supervised.
- 3 — **Meets Standards:** Performance is consistent with **entry-level** practice. This rating is **infrequently given at midterm** and is a **strong rating at final**.
- 2 — **Needs improvement:** Performance is **progressing but** still needs improvement for entry-level practice. This is a **realistic rating of performance at midterm**, and some ratings of 2 may be reasonable at the final.
- 1 — **Unsatisfactory:** Performance is **below standards** and requires development for entry-level practice. This rating is given when **there is a concern about performance**.

RATING SCALE FOR STUDENT PERFORMANCE

- 4 — **Exceeds Standards:** Performance is highly skilled and self-initiated. This rating is **rarely given** and **would represent the top 5% of all the students** you have supervised.
- 3 — **Meets Standards:** Performance is consistent with **entry-level** practice. This rating is **infrequently given at midterm** and is a **strong rating at final**.
- 2 — **Needs improvement:** Performance is **progressing but** still needs improvement for entry-level practice. This is a **realistic rating of performance at midterm**, and some ratings of 2 may be reasonable at the final.
- 1 — **Unsatisfactory:** Performance is **below standards** and requires development for entry-level practice. This rating is given when **there is a concern about performance**.

I. FUNDAMENTALS OF PRACTICE:

All items in this area must be scored at a #3 or above on the final evaluation in order to pass fieldwork.

- 1. **Adheres to ethics:** Adheres consistently to the American Occupational Therapy Association Code of Ethics' and site's policies and procedures including when relevant, those related to human subject research.

Midterm	1	2	3	4
Final	1	2	3	4
- 2. **Adheres to safety regulations:** Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.

Midterm	1	2	3	4
Final	1	2	3	4
- 3. **Uses judgment in safety:** Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.

Midterm	1	2	3	4
Final	1	2	3	4

Comments on strengths and areas for improvement:

• Midterm

• Final

II. BASIC TENETS:

- 4. Clearly and confidently **articulates the values and beliefs** of the occupational therapy profession to clients, families, significant others, colleagues, service providers, and the public.

Midterm	1	2	3	4
Final	1	2	3	4
- 5. Clearly, confidently, and accurately **articulates the value of occupation** as a method and desired outcome of occupational therapy to clients, families, significant others, colleagues, service providers, and the public.

Midterm	1	2	3	4
Final	1	2	3	4
- 6. Clearly, confidently, and accurately **communicates the roles of the occupational therapist and occupational therapy assistant** to clients, families, significant others, colleagues, service providers, and the public.

Midterm	1	2	3	4
Final	1	2	3	4
- 7. **Collaborates with** client, family, and significant others throughout the occupational therapy process.

Midterm	1	2	3	4
Final	1	2	3	4

Comments on strengths and areas for improvement:

• Midterm

• Final

RATING SCALE FOR STUDENT PERFORMANCE

- 4 — **Exceeds Standards:** Performance is highly skilled and self-initiated. This rating is **rarely given** and **would represent the top 5% of all the students** you have supervised.
- 3 — **Meets Standards:** Performance is consistent with **entry-level practice**. This rating is **infrequently given at midterm** and is a **strong rating at final**.
- 2 — **Needs improvement:** Performance is **progressing but** still needs improvement for entry-level practice. This is a **realistic rating of performance at midterm**, and some ratings of 2 may be reasonable at the final.
- 1 — **Unsatisfactory:** Performance is **below standards** and requires development for entry-level practice. This rating is given when **there is a concern about performance**.

- 15. **Interprets evaluation results** to determine client's occupational performance strengths and challenges.

Midterm	1	2	3	4
Final	1	2	3	4

- 16. **Establishes an accurate and appropriate plan** based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories, and evidence-based practice.

Midterm	1	2	3	4
Final	1	2	3	4

- 17. **Documents the results of the evaluation** process that demonstrates objective measurement of client's occupational performance.

Midterm	1	2	3	4
Final	1	2	3	4

Comments on strengths and areas for improvement:

• Midterm

• Final

III. EVALUATION AND SCREENING:

- 8. **Articulates a clear and logical rationale** for the evaluation process.

Midterm	1	2	3	4
Final	1	2	3	4

- 9. **Selects relevant screening and assessment methods** while considering such factors as client's priorities, context(s), theories, and evidence-based practice.

Midterm	1	2	3	4
Final	1	2	3	4

- 10. **Determines client's occupational profile** and performance through appropriate assessment methods.

Midterm	1	2	3	4
Final	1	2	3	4

- 11. **Assesses client factors and context(s)** that support or hinder occupational performance.

Midterm	1	2	3	4
Final	1	2	3	4

- 12. **Obtains sufficient and necessary information** from relevant resources such as client, families, significant others, service providers, and records prior to and during the evaluation process.

Midterm	1	2	3	4
Final	1	2	3	4

- 13. **Administers assessments** in a uniform manner to ensure findings are valid and reliable.

Midterm	1	2	3	4
Final	1	2	3	4

- 14. **Adjusts/modifies the assessment procedures** based on client's needs, behaviors, and culture.

Midterm	1	2	3	4
Final	1	2	3	4

IV. INTERVENTION:

- 18. **Articulates a clear and logical rationale** for the intervention process.

Midterm	1	2	3	4
Final	1	2	3	4

- 19. **Utilizes evidence** from published research and relevant resources to make informed intervention decisions.

Midterm	1	2	3	4
Final	1	2	3	4

20. **Chooses occupations** that motivate and challenge clients.

Midterm	1	2	3	4
Final	1	2	3	4

21. **Selects relevant occupations** to facilitate clients meeting established goals.

Midterm	1	2	3	4
Final	1	2	3	4

22. **Implements intervention plans that are client-centered.**

Midterm	1	2	3	4
Final	1	2	3	4

23. **Implements intervention plans that are occupation-based.**

Midterm	1	2	3	4
Final	1	2	3	4

24. **Modifies task approach, occupations, and the environment** to maximize client performance.

Midterm	1	2	3	4
Final	1	2	3	4

25. **Updates, modifies, or terminates the intervention plan** based upon careful monitoring of the client's status.

Midterm	1	2	3	4
Final	1	2	3	4

26. **Documents client's response** to services in a manner that demonstrates the efficacy of interventions.

Midterm	1	2	3	4
Final	1	2	3	4

Comments on strengths and areas for improvement:

- Midterm

- Final

V. MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES:

27. **Demonstrates through practice or discussion the ability to assign** appropriate responsibilities to the occupational therapy assistant and occupational therapy aide.

Midterm	1	2	3	4
Final	1	2	3	4

28. **Demonstrates through practice or discussion the ability to actively collaborate** with the occupational therapy assistant.

Midterm	1	2	3	4
Final	1	2	3	4

29. **Demonstrates understanding of the costs and funding** related to occupational therapy services at this site.

Midterm	1	2	3	4
Final	1	2	3	4

30. **Accomplishes organizational goals** by establishing priorities, developing strategies, and meeting deadlines.

Midterm	1	2	3	4
Final	1	2	3	4

31. **Produces the volume of work** required in the expected time frame.

Midterm	1	2	3	4
Final	1	2	3	4

Comments on strengths and areas for improvement:

- Midterm

- Final

RATING SCALE FOR STUDENT PERFORMANCE

- 4 — **Exceeds Standards:** Performance is highly skilled and self-initiated. This rating is **rarely given** and **would represent the top 5% of all the students** you have supervised.
- 3 — **Meets Standards:** Performance is consistent with **entry-level** practice. This rating is **infrequently given at midterm** and is a **strong rating at final**.
- 2 — **Needs improvement:** Performance is **progressing but** still needs improvement for entry-level practice. This is a **realistic rating of performance at midterm**, and some ratings of 2 may be reasonable at the final.
- 1 — **Unsatisfactory:** Performance is **below standards** and requires development for entry-level practice. This rating is given when **there is a concern about performance**.

VI. COMMUNICATION:

- 32. **Clearly and effectively communicates verbally and nonverbally** with clients, families, significant others, colleagues, service providers, and the public.

Midterm	1	2	3	4
Final	1	2	3	4
- 33. **Produces clear and accurate documentation** according to site requirements.

Midterm	1	2	3	4
Final	1	2	3	4
- 34. **All written communication is legible**, using proper spelling, punctuation, and grammar.

Midterm	1	2	3	4
Final	1	2	3	4
- 35. **Uses language appropriate to the recipient** of the information, including but not limited to funding agencies and regulatory agencies.

Midterm	1	2	3	4
Final	1	2	3	4

Comments on strengths and areas for improvement:

• Midterm

• Final

VII. PROFESSIONAL BEHAVIORS:

- 36. **Collaborates with supervisor(s)** to maximize the learning experience.

Midterm	1	2	3	4
Final	1	2	3	4
- 37. **Takes responsibility for attaining professional competence** by seeking out learning opportunities and interactions with supervisor(s) and others.

Midterm	1	2	3	4
Final	1	2	3	4
- 38. **Responds constructively to feedback.**

Midterm	1	2	3	4
Final	1	2	3	4
- 39. **Demonstrates consistent work behaviors** including initiative, preparedness, dependability, and work site maintenance.

Midterm	1	2	3	4
Final	1	2	3	4
- 40. **Demonstrates effective time management.**

Midterm	1	2	3	4
Final	1	2	3	4
- 41. **Demonstrates positive interpersonal skills** including but not limited to cooperation, flexibility, tact, and empathy.

Midterm	1	2	3	4
Final	1	2	3	4
- 42. **Demonstrates respect for diversity** factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.

Midterm	1	2	3	4
Final	1	2	3	4

Comments on strengths and areas for improvement:

• Midterm

• Final

PERFORMANCE RATING SUMMARY SHEET

Performance Items	Midterm Ratings	Final Ratings
I. FUNDAMENTALS OF PRACTICE		
1. Adheres to ethics		
2. Adheres to safety regulations		
3. Uses judgment in safety		
II. BASIC TENETS OF OCCUPATIONAL THERAPY		
4. Articulates values and beliefs		
5. Articulates value of occupation		
6. Communicates role of occupational therapist		
7. Collaborates with clients		
III. EVALUATION AND SCREENING		
8. Articulates clear rationale for evaluation		
9. Selects relevant methods		
10. Determines occupational profile		
11. Assesses client and contextual factors		
12. Obtains sufficient and necessary information		
13. Administers assessments		
14. Adjusts/modifies assessment procedures		
15. Interprets evaluation results		
16. Establishes accurate plan		
17. Documents results of evaluation		
IV. INTERVENTION		
18. Articulates clear rationale for intervention		
19. Utilizes evidence to make informed decisions		
20. Chooses occupations that motivate and challenge		
21. Selects relevant occupations		
22. Implements client-centered interventions		
23. Implements occupation-based interventions		
24. Modifies approach, occupation, and environment		
25. Updates, modifies, or terminates intervention plan		
26. Documents client's response		
V. MANAGEMENT OF OT SERVICES		
27. Demonstrates ability to assign through practice or discussion		
28. Demonstrates ability to collaborate through practice or discussion		
29. Understands costs and funding		
30. Accomplishes organizational goals		
31. Produces work in expected time frame		
VI. COMMUNICATION		
32. Communicates verbally and nonverbally		
33. Produces clear documentation		
34. Written communication is legible		
35. Uses language appropriate to recipient		
VII. PROFESSIONAL BEHAVIORS		
36. Collaborates with supervisor		
37. Takes responsibility for professional competence		
38. Responds constructively to feedback		
39. Demonstrates consistent work behaviors		
40. Demonstrates time management		
41. Demonstrates positive interpersonal skills		
42. Demonstrates respect for diversity		
TOTAL SCORE		

MIDTERM:

Satisfactory Performance 90 and above
 Unsatisfactory Performance 89 and below

FINAL:

Pass 122 points and above
 No Pass 121 points and below

REFERENCES

1. American Occupational Therapy Association. (1998). Standards of practice for occupational therapy. *American Journal of Occupational Therapy, 52*, 866–869.
2. Accreditation Council for Occupational Therapy Education. (1999). Standards for an accredited educational program for the occupational therapist. *American Journal of Occupational Therapy, 53*, 575–582.
3. National Board for Certification in Occupational Therapy. (1997). *National Study of Occupational Therapy Practice, Executive Summary*.
4. American Occupational Therapy Association. (2000). Occupational therapy code of ethics (2000). *American Journal of Occupational Therapy, 54*, 614–616.
5. American Occupational Therapy Association (2002). Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy, 56*, 606–639.

GLOSSARY

Client Factors: Those factors that reside within the client and that may affect performance in areas of occupation. Client factors include body functions and body structures

- body functions (a client factor, including physical, cognitive, psychosocial aspects)—“the physiological function of body systems (including psychological functions)” (WHO, 2001, p.10)
 - body structures—“anatomical parts of the body such as organs, limbs and their components [that support body function]” (WHO, 2001, p.10)
- (Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy, 56*, 606–639.)⁵

Code of Ethics: Refer to www.aota.org/general/coe.asp

Collaborate: To work together with a mutual sharing of thoughts and ideas (ACOTE Glossary)

Competency: Adequate skills and abilities to practice as an entry-level occupational therapist or occupational therapy assistant

Context: Refers to a variety of interrelated conditions within and surrounding the client that influence performance. Contexts include cultural, physical, social, personal, spiritual, temporal and virtual. (Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy, 56*, 606–639)⁵

Efficacy: Having the desired influence or outcome (from Neistadt and Crepeau, eds. *Willard & Spackman's Occupational Therapy*, 9th edition, 1998)

Entry-level practice: Refer to American Occupational Therapy Association (1993). Occupational therapy roles. *American Journal of Occupational Therapy, 47*, 1087–99.

Evidence-based Practice: “Conscientious, explicit and judicious use of current best evidence in making decisions about the care of individual patients. The practice of evidence-based [health care] means integrating individual clinical expertise with the best available external clinical evidence from systematic research.” (Sackett and colleagues, Evidence-based medicine: How to practice and teach EBM, 1997, p. 2) (From the Mary Law article “Evidence-Based Practice: What Can It Mean for ME?”, www.aota.org)

Occupation: Groups of activities and tasks of everyday life, named, organized, and given value and meaning by individuals and a culture; occupation is everything people do to occupy themselves, including looking after themselves (self-care), enjoying life (leisure), and contributing to the social and economic fabric of their communities (productivity); the domain of concern and the therapeutic medium of occupational therapy. (Townsend, ed., 1997, *Enabling Occupation: An Occupational Therapy Perspective*, p.181)

Occupational Performance: The result of a dynamic, interwoven relationship between persons, environment, and occupation over a person's lifespan; the ability to choose, organize, and satisfactorily perform meaningful occupations that are culturally defined and age appropriate for looking after oneself, enjoying life, and contributing to the social and economic fabric of a community. (Townsend, ed., 1997, *Enabling Occupation: An Occupational Therapy Perspective*, p.181)

Occupational Profile: A profile that describes the client's occupational history, patterns of daily living, interests, values and needs. (Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy, 56*, 606–639)⁵

Spiritual: (a context) The fundamental orientation of a person's life; that which inspires and motivates that individual. (Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy, 56*, 606–639)⁵

Theory: “An organized way of thinking about given phenomena. In occupational therapy the phenomenon of concern is occupational endeavor. Theory attempts to (1) define and explain the relationships between concepts or ideas related to the phenomenon of interest, (2) explain how these relationships can predict behavior or events, and (3) suggest ways that the phenomenon can be changed or controlled. Occupational therapy theory is concerned with four major concepts related to occupational endeavor: person, environment, health, and occupation.” (Neistadt and Crepeau, eds., *Willard & Spackman's Occupational Therapy*, 9th ed., 1998, p. 521)

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

OTD 726V (12)

2. 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).

Level 3 Fieldwork: Doctoral Rotation

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Internship

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

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

In-depth field experience in one or more of the following student selected areas including but not limited to clinical practice, research, theory, leadership, program development, policy development, advocacy and education..

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?

Admission to OTD program with prior courses in plan of study as preparation for this culminating experience.

b. Why?

Selective OTD program admission

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

Spring, year 3.

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

Susan Hanrahan, PhD, PT

Arkansas State University – Jonesboro

870-972-3112

hanrahan@astate.edu

11. Proposed Starting Term/Year

Spring / 2018

12. Is this course in support of a new program? Yes

If yes, what program?

Occupational Therapy Doctorate Program (OTD)

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

If yes, what course?

Enter text...

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

1. Develop specialized skills in a chosen area of interest that meets the student's OTD learning trajectory and builds upon their cognate area integrated within occupational science or occupational therapy.

2. Interact with interprofessional leaders, organizations, and populations to address the occupational needs of persons with or at risk of developing chronic disease and disability.
3. Relate theory and current evidence to practice and demonstrate synthesis of the cognate area in the designated practice area.
4. Design, implement and evaluate a doctorate learning plan with a faculty mentor.
5. Understand funding sources and funding mechanisms associated with doctorate site program.
6. Explore research that furthers occupational performance model as related to the site.
7. Achieve effective transition from the role of student to the role of a doctorally prepared occupational therapist.
8. Develop mentoring plan that includes individualized, specific objectives, plans for supervision and mentoring, and responsibilities of all parties.

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.

Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013.)

c. Student population served.

Students admitted to OTD program

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

Doctoral entry level course as internship of culminating experience.

16. 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.)

Schedule Over the course of 16 weeks, the following blackboard discussions will occur.

Session One Overview of class and discussion of doctoral rotations

Session Two Student discussion 1

Session Three Student discussion 2

Session Four Student discussion 3

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Minimum of 16 weeks or 640 hours fieldwork, four mandatory discussion board postings at weeks 2, 8, 14, 16 and evaluation of the learning plan.

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

Internships with site visitations

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Supported by OT faculty; No additional classroom space needed.

20. What is the primary intended learning goal for students enrolled in this course?

Application of advanced knowledge and skills related to cognate area of study.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

TEXTBOOKS REQUIRED:

Napier, B. (2011). Occupational Therapy Fieldwork Survival Guide: A student planner, 2nd edition. Bethesda, MD. AOTA Press.

Sladyk, K (2004) *The Successful Occupational Therapy Fieldwork Student*. Slack, Inc.

Costa, D. (2004). *The Essential Guide to Occupational Therapy Fieldwork Education: Resources for Today's Educators and Practitioners*. Bethesda, MD. AOTA Press.

Brown, G, Esdailes, SA, Ryan, SE (2003). *Becoming an Advanced Health Care Practitioner*. London: Butterworth.

Schwarzburg, S (2002). *Interactive reasoning in the practice of occupational therapy*. Saddle River, NJ: Pearson.

b. Number of pages of reading required per week: 20

c. Number of pages of writing required over the course of the semester: 15

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain: N/A

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)

Develop specialized skills in chosen area of interest.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

Learning plan integrating cognate area, occupational science or occupational therapy..

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Grading rubric specific to cognate area of study.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Learning Activity:

Assessment Tool:

Outcome #3:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

- Minimally
- Indirectly
- Directly

b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

OTD 726V (12

Level 3 Fieldwork: Doctoral Rotation

In-depth field experience in one or more of the following student selected areas including but not limited to clinical practice, research, theory, leadership, program development, policy development, advocacy and education.

**ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
PROGRAM IN OCCUPATIONAL THERAPY
OCCUPATIONAL THERAPY DOCTORATE PROGRAM**

Course & Title OTD 726V Level 3 Fieldwork: Doctoral Rotation

Credit Hours: 16 weeks

PLACEMENT: Semester Nine, spring, Year 3

FACULTY: TBA

COURSE DESCRIPTION: The doctoral rotation experience is an in depth field experience in one or more of the following student selected areas including but not limited to clinical practice, research, theory, leadership, program development, policy development, advocacy, and education. The four course elective sequence in a cognate area should culminate in providing a knowledge based for this doctoral rotation. The rotation is a minimum of 16 weeks or 640 hours and must occur under the supervision of a mentor with expertise in one of the identified in depth experience areas.

STUDENT LEARNER OUTCOMES: Upon completion of this course, the student learner will have been given the opportunity to:

1. Develop specialized skills in a chosen area of interest that meets the student's OTD learning trajectory and builds upon their cognate area integrated within occupational science or occupational therapy.
2. Interact with interprofessional leaders, organizations, and populations to address the occupational needs of persons with or at risk of developing chronic disease and disability.
3. Relate theory and current evidence to practice and demonstrate synthesis of the cognate area in the designated practice area.
4. Design, implement and evaluate a doctorate learning plan with a faculty mentor.
5. Understand funding sources and funding mechanisms associated with doctorate site program.
6. Explore research that furthers occupational performance model as related to the site.
7. Achieve effective transition from the role of student to the role of a doctorally prepared occupational therapist.
8. Develop mentoring plan that includes individualized, specific objectives, plans for supervision and mentoring, and responsibilities of all parties.

EVALUATION STRATEGIES:

A grade will be assigned by the DCE in collaboration with feedback from the assigned fieldwork site and faculty mentor. The extent to which learning objectives have been met will be based on performance data gathered during faculty site visits/contact and in conversation with students and mentor, from written comments and ratings as documented on the performance evaluation completed by the clinical instructor, and any other documentation of performance submitted by the clinical facility.

- 80% Evaluation of the learning plan and revision of 5-10 page document integrating cognate area, occupational science and or occupational therapy, and doctoral site objectives.
- 20% Four mandatory discussion board postings at weeks 2, 8, 14 and 16.

TEXTBOOKS REQUIRED:

Napier, B. (2011). Occupational Therapy Fieldwork Survival Guide: A student planner, 2nd edition. Bethesda, MD. AOTA Press.

Sladyk, K (2004). The Successful Occupational Therapy Fieldwork Student. Slack, Inc.

Costa, D. (2004). The Essential Guide to Occupational Therapy Fieldwork Education: Resources for Today's Educators and Practitioners. Bethesda, MD. AOTA Press.

Brown, G, Esdailes, SA, Ryan, SE (2003). Becoming an Advanced Health Care Practitioner. London: Butterworth.

Schwarzburg, S (2002). Interactive reasoning in the practice of occupational therapy. Saddle River, NJ: Pearson.

COURSE POLICIES:

1. The College of Nursing and Health Professions values academic integrity. An Honor Code is used within the College and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the department specific handbooks. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.
2. Assignments should be submitted by the due date. Late Assignments will not be accepted unless an exception is negotiated with the Instructor **prior** to the assignment due date.
3. Classes are mandatory and must be attended. Participation is required and evaluated.
4. ALL official communication, notices or announcements will be sent through the student's ASU EMAIL account ONLY. The student is accountable for checking this account on a regular basis (daily or every other day) and is accountable for all official communication. It is the student's responsibility to keep the email account viable, enabled to receive email transmissions and blackboard access on a daily basis.

Access BlackboardLearn: Course Documents/ Information at course website for additional resources and guidelines. Also, see downloads available from Information Technology Services (ITS) for the use of BlackboardLearn.

SCHEDULE Over the course of 16 weeks, the following blackboard discussions will occur.

Session One	Overview of class and discussion of doctoral rotations
Session Two	Student discussion 1
Session Three	Student discussion 2
Session Four	Student discussion 3

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

ENTER DATE...

Department Curriculum Committee Chair

ENTER DATE...

COPE Chair (if applicable)

ENTER DATE...

Department Chair:

ENTER DATE...

General Education Committee Chair (If applicable)

ENTER DATE...

College Curriculum Committee Chair

ENTER DATE...

Undergraduate Curriculum Council Chair

ENTER DATE...

College Dean

ENTER DATE...

Graduate Curriculum Committee Chair

ENTER DATE...

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

OTD 5012

2. 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).

History of Occupational Science

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Seminar

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

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

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.

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?

Admission to OTD program

b. Why?

Selective OTD program admission

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

Summer

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

Susan Hanrahan, PhD, PT

Arkansas State University – Jonesboro

hanrahan@astate.edu

870-972-3112

11. Proposed Starting Term/Year

Summer / 2015

12. Is this course in support of a new program? yes

If yes, what program?

Occupational Therapy Doctorate Program (OTD)

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

If yes, what course?

Enter text...

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

Upon completion of this course, the student learner will have been given the opportunity to:

1. Discuss the origins of occupational therapy in the 1920s.
2. Relate the philosophical origins of occupational therapy as relevant and important in the current day.
3. Discuss the origins of occupational therapy internationally.
4. Identify the origin of occupational science.
5. Describe the evolution of occupational science to the current day.
6. Delineate the relationship between occupational science and occupational therapy.
7. Identify characteristics of a profession and the history of professions within the US.
8. Contrast the professions of history legacy (law, ministry, medicine) to the professions of nursing, occupational therapy, and physical therapy.
9. Speculate future trends in the development of occupational science and occupational therapy.
10. Identify why you as a student in the program are a match for the profession of occupational therapy.
11. Delineate and discuss the importance of the professional association, the American Occupational Therapy Association, in the development of the profession.
12. Explain the history and philosophical base of the profession of occupational therapy and its importance in meeting society's current and future occupational needs
13. Analyze and discuss how occupational therapy history, occupational therapy theory, and the sociopolitical climate influence are influenced by 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.

Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013)

c. Student population served.

Students admitted to OTD program

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

Doctoral entry level course as per accreditation guidelines.

16. 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.)

Session 1	Origins of occupational therapy
Session 2	Trace the path of Eleanor Clarke Slagle Lecturer themes over time
Session 3	Philosophical origins of occupational therapy as relevant and important in the current day.
Session 4	Origins of occupational therapy internationally.
Session 5	Evolution of occupational science to the current day.
Session 6	Explore the relationship between occupational science and occupational therapy.
Session 7	Exam
Session 8	Contrast the professions of history legacy (law, ministry, medicine) to the professions of nursing, occupational therapy, and physical therapy.
Session 9	Speculate future trends in the development of occupational science and occupational therapy.
Session 10	Identify why you as a student in the program are a match for the profession of occupational therapy.
Session 11	Delineate and discuss the importance of the professional association, the American Occupational Therapy Association, in the development of the profession.
Session 12	Explain the history and philosophical base of the profession of occupational therapy and its importance in meeting society's current and future occupational needs.

Session 13	Trace the path of Eleanor Clarke Slagle Lecturer themes over time -2
Session 14	Trace the path of Eleanor Clarke Slagle Lecturer themes over time -3
Session 15	Exam

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Seminar, guided discussion, independent library research, assigned and self-selected readings, oral and written assignments, midterm and final examination

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

None

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Supported by OT faculty; No additional classroom space required.

20. What is the primary intended learning goal for students enrolled in this course?

Explain how the practice of OT gave direction to the domain of scientific concern embraced by occupational science.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

TEXTBOOKS REQUIRED:

Creek, J. (2010). *The core concepts of occupational therapy: A dynamic framework for practical wisdom*. London: Kingsley

Freedland, J (2011). *Restoring the spirit: Beginnings of occupational therapy in Canada. 1980-1930*. Montreal: MQVP

Gritzer, G. (1989). *The making of rehabilitation political economy of medical specializations, 1980-1980*. Berkeley: University of California Press.

Padilla, R. (2011). *Eleanor Clarke Slagle Lecturers. A compendium*. Washington, DC: AOTA Press

Pierce, D. (2013). *Research in Occupational Science*. Thorfare, NJ: Slack.

Quiroga, V.A.M. (1995). *Occupational therapy: The first 30 years, 1900-1930*. Bethesda, MD: AOTA Press

Supplemental Textbooks (Optional):

American Psychological Association. (2012). *Publication manual of the*

American Psychological Association (6th ed.). Washington, DC: American

Psychological Association.

b. Number of pages of reading required per week: 60

c. Number of pages of writing required over the course of the semester: 10

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning

- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)

Contrast the professions of history with current professions of OT, PT, and Nursing.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

Discussion board posting per round robin with reference.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Grading Rubric criteria for history accuracy

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Explain society's current and future occupational needs.

Learning Activity:

Concept paper related to OT future

Assessment Tool:

Grading Rubric based on concept analysis criteria

Outcome #3:

Learning Activity:

Assessment Tool:

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

- a. Global Awareness
 - Minimally
 - Indirectly
 - Directly

- b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

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2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
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7. Minimize the bulletin and maximize this page.
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9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

OTD 5012

History of Occupational Science

Development of occupational therapy at beginning of 1900's and occupational science at beginning of 21st century. Development of the profession (OT) and the science (OS) related to the sociology of professions and disciplinary and professional status related to societal need.

**ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
PROGRAM IN OCCUPATIONAL THERAPY
OCCUPATIONAL THERAPY DOCTORATE PROGRAM**

Course Number & Title OTD 5012 History of Occupational Science

Credit Hours: 2 Semester Credit Hours (2 hrs/week x 15 weeks=30 clock hrs)

PLACEMENT: Semester One, summer, Year One

FACULTY: TBA

COURSE DESCRIPTION: 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.

STUDENT LEARNER OUTCOMES: Upon completion of this course, the student learner will have been given the opportunity to:

14. Discuss the origins of occupational therapy in the 1920s.
15. Relate the philosophical origins of occupational therapy as relevant and important in the current day.
16. Discuss the origins of occupational therapy internationally.
17. Identify the origin of occupational science.
18. Describe the evolution of occupational science to the current day.
19. Delineate the relationship between occupational science and occupational therapy.
20. Identify characteristics of a profession and the history of professions within the US.
21. Contrast the professions of history legacy (law, ministry, medicine) to the professions of nursing, occupational therapy, and physical therapy.
22. Speculate future trends in the development of occupational science and occupational therapy.
23. Identify why you as a student in the program are a match for the profession of occupational therapy.
24. Delineate and discuss the importance of the professional association, the American Occupational Therapy Association, in the development of the profession.
25. Explain the history and philosophical base of the profession of occupational therapy and its importance in meeting society's current and future occupational needs.
26. Analyze and discuss how occupational therapy history, occupational therapy theory, and the sociopolitical climate influence and are influenced by practice.

TEACHING STRATEGIES:

Seminar, guided discussion, independent library research, assigned and self-selected readings, oral and written assignments, midterm and final examination

EVALUATION STRATEGIES:

(See grading criteria, grading rubrics, & assignments described on Blackboard Learn)

30% Blackboard and Class Discussion

15% Midterm Exam

20% Concept Paper applied to occupational therapy history or future

20% Concept Paper applied to occupational science history or future

15% Final Exam

TEXTBOOKS REQUIRED:

Creek, J. (2010). *The core concepts of occupational therapy: A dynamic framework for practical wisdom*. London: Kingsley

Freedland, J (2011). *Restoring the spirit: Beginnings of occupational therapy in Canada. 1980-1930*. Montreal: MQVP

Gritzer, G. (1989). *The making of rehabilitation political economy of medical specializations, 1980-1980*. Berkeley: University of California Press.

Padilla, R. (2011). *Eleanor Clarke Slagle Lecturers. A compendium*. Washington, DC: AOTA Press

Pierce, D. (2013). *Research in Occupational Science*. Thorfare, NJ: Slack.

Quiroga, V.A.M. (1995). *Occupational therapy: The first 30 years, 1900-1930*. Bethesda, MD: AOTA Press

Supplemental Textbooks (Optional):

American Psychological Association. (2012). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

COURSE POLICIES:

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2. Assignments should be submitted by the due date. Late Assignments will not be accepted unless an exception is negotiated with the Instructor **prior** to the assignment due date.
3. Classes are mandatory and must be attended. Participation is required and evaluated.
4. ALL official communication, notices or announcements will be sent through the student's ASU EMAIL account ONLY. The student is accountable for checking this account on a regular basis (daily or every other day) and is accountable for all official communication. It is the student's responsibility to keep the

email account viable, enabled to receive email transmissions and blackboard access on a daily basis.

Access BlackboardLearn: Course Documents/ Information at course website for additional resources and guidelines. Also, see downloads available from Information Technology Services (ITS) for the use of BlackboardLearn.

Schedule of Classes OTD 5012 History of Occupational Science

Session 1	Origins of occupational therapy
Session 2	Trace the path of Eleanor Clarke Slagle Lecturer themes over time
Session 3	Philosophical origins of occupational therapy as relevant and important in the current day.
Session 4	Origins of occupational therapy internationally.
Session 5	Evolution of occupational science to the current day.
Session 6	Explore the relationship between occupational science and occupational therapy.
Session 7	Exam
Session 8	Contrast the professions of history legacy (law, ministry, medicine) to the professions of nursing, occupational therapy, and physical therapy.
Session 9	Speculate future trends in the development of occupational science and occupational therapy.
Session 10	Identify why you as a student in the program are a match for the profession of occupational therapy.
Session 11	Delineate and discuss the importance of the professional association, the American Occupational Therapy Association, in the development of the profession.
Session 12	Explain the history and philosophical base of the profession of occupational therapy and its importance in meeting society's current and future occupational needs
Session 13	Trace the path of Eleanor Clarke Slagle Lecturer themes over time -2
Session 14	Trace the path of Eleanor Clarke Slagle Lecturer themes over time -3
Session 15	Exam

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

OTD 5023

2. 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).

Pathology & Disability

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

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

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.

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?

Admission to OTD program

b. Why?

Selective OTD program admission

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

Summer

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

Susan Hanrahan, PhD, PT

Arkansas State University - Jonesboro

hanrahan@astate.edu

870-972-3112

11. Proposed Starting Term/Year

Summer / 2015

12. Is this course in support of a new program? Yes

If yes, what program?

Occupational Therapy Doctorate program

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

If yes, what course?

Enter text...

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

STUDENT LEARNER OUTCOMES: Upon completion of this course, the student learner will have been given the opportunity to:

1. Demonstrate knowledge and understanding of human development throughout the lifespan (infants, children, adolescents, adults, and older adults).
2. Demonstrate knowledge and understanding of the concepts of human behavior to include the behavioral sciences, the social sciences, and occupational science.
3. Apply knowledge and role of sociocultural, socioeconomic, diversity factors and lifestyle choices in contemporary society to meet the needs of individuals and communities.
4. Demonstrate an understanding of the ethical and practice considerations that affect the health and wellness needs of those who are experiencing or are at risk for social injustice, occupational deprivation, and disparity in the receipt of services.
5. Understand the complexities of human development within physiological, psychological and sociocultural domains.
6. Identify key transitions that occur in the course of typical development and begin to understand the impact of atypical development.
7. Recognize maturation processes and physiological changes associated with lifespan development.
8. Apply concepts in normal aging and pathology across clinical scenarios.
9. Effectively analyze a variety of occupations in terms of person centered factors, environment centered factors, and occupation centered factors (OT Blueprint.)
10. Describe the role of occupational therapy working across the lifespan.
11. Identify the most common conditions seen in occupational therapy practice in the past, present and future.
12. Analyze the effect of health conditions on occupational performance.
13. Understand health related and medical terminology used in description, classification, and treatment of selected human diseases and conditions. Relate current health care billing codes for treatment of these conditions in occupational therapy.
14. Relate the influence of co-morbidity of age, general health, and drugs on the disease and healing process.
15. Discuss the relationship of the cellular, tissue or organ responses of disease to the clinical examination and diagnostic findings.
16. Describe the clinical characteristics of psychiatric and medical diagnoses, including symptom configurations and general treatment approaches.

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.

Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013.)

c. Student population served.

Students admitted to the OTD program

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

Doctoral entry level course as per accreditation guidelines

16. 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.)

Session 1	Introduction
Session 2	Orthopedics and Musculoskeletal Pathology
Session 3	Orthopedics and Musculoskeletal Pathology II
Session 4	Burns, Multiple Trauma, Organ Failure and Transplantation
Session 5	Endocrinology and GI system
Session 6	Vascular and Blood Disorders

Session 7	Mood and Anxiety Disorders
Session 8	Schizophrenia and Psychotic Disorders
Session 9	Cardiopulmonary Dysfunction, Cardiovascular conditions and Pathology, Pulmonary conditions and Pathology
Session 10	Neurology
Session 11	Neurology II
Session 12	Addictions
Session 13	Three way viewpoints: Canadian Measures of Occupational Performance, AOTA Framework, and the ICF
Session 14	Coding for Billing across settings
Session 15	Final Examination

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Guided discussion, independent library research, assigned readings, written assignments, midterm and final examination

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

None

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Supported by OT faculty; No additional classroom space needed

20. What is the primary intended learning goal for students enrolled in this course?

Identify the clinical conditions, describing deficits commonly seen in OT, to include health promotion and disease prevention outcomes.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

TEXTBOOKS REQUIRED:

Beli, A (2008) Bodies and barriers: Drama and disease. Kent, OH: Kent State University

Atchinson, B and Durette, D. (2012). Conditions in Occupational Therapy: Effect on Performance, 4th Edition. Lippincott, Williams, and Wilkins, a Wolters Kluwer business, .Baltimore, MD/Philadelphia, PA.

Bonder, B. (2010). Psychopathology and Function. 4th edition. Slack Incorporated. New Jersey.

Frazier, MS, Drzymkowski, JW (2013). Essentials of human diseases and conditions, 5th Edition. St Louis, MO: Elsevier

Luebben, A.J, Royeen, C.B., and Grajo, L., (2013) Chapter 8. Nonstandardized assessment in PK Kramer and J Hinojosa (Eds.) Evaluation: Obtaining and interpreting data. Bethesda, MD: AOTA Press,

Supplemental Textbooks (Optional):

American Psychological Association. (2012). Publication *manual of the*

American Psychological Association (6th ed.). Washington, DC: American

Psychological Association.

American Psychiatric Association. (2000). Diagnostic and statistical Manual of Mental Disorders DSM-IV-TR. (4th Edition, Revised). Washington, DC: American Psychiatric Press.

Beers, M., Porter, R.S., & Jones, T.V. (Eds.) (2006). The Merck Manual 18th Edition.

b. Number of pages of reading required per week: 60

c. Number of pages of writing required over the course of the semester: 10

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
Understand human development within psychological, physiological and sociocultural domains.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Analysis of condition assignment. Using the OT Practice Framework, analyze the influence of the client's identified disability on occupational engagement.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Grading Rubric with criteria paralleling OT practice framework.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:
Analyze concepts in normal aging and pathology across clinical scenarios.

Learning Activity:
In class group project to evaluate clinical scenarios and present summary analysis to class.

Assessment Tool:
Grading rubric for group participation and for class presentation.

Outcome #3:

Learning Activity:

Assessment Tool:

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

- Minimally
- Indirectly
- Directly

b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

OTD 5023

Pathology & Disability

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.

**ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
PROGRAM IN OCCUPATIONAL THERAPY
OCCUPATIONAL THERAPY DOCTORATE PROGRAM**

Course Number & Title OTD 5023 Pathology & Disability

Credit Hours: 3 Semester Credit Hours (3 hrs/week x 15 weeks=45 clock hrs)

PLACEMENT: Semester One, Summer, Year One

FACULTY: TBA

COURSE DESCRIPTION: This course provides an overview of the clinical conditions that are commonly seen in the practice of occupational therapy across the lifespan. Students will learn disease epidemiology, signs, symptoms, pathophysiology, psychopathology, disease course and prognosis. The functional deficits that results from each condition and the role of health promotion and prevention will be discussed.

STUDENT LEARNER OUTCOMES: Upon completion of this course, the student learner will have been given the opportunity to:

1. Demonstrate knowledge and understanding of human development throughout the lifespan (infants, children, adolescents, adults, and older adults).
2. Demonstrate knowledge and understanding of the concepts of human behavior to include the behavioral sciences, the social sciences, and occupational science.
3. Apply knowledge and role of sociocultural, socioeconomic, diversity factors and lifestyle choices in contemporary society to meet the needs of individuals and communities.
4. Demonstrate an understanding of the ethical and practice considerations that affect the health and wellness needs of those who are experiencing or are at risk for social injustice, occupational deprivation, and disparity in the receipt of services.
5. Understand the complexities of human development within physiological, psychological, and sociocultural domains.
6. Identify key transitions that occur in the course of typical development and begin to understand the impact of atypical development.
7. Recognize maturation processes and physiological changes associated with lifespan development.
8. Apply concepts in normal aging and pathology across clinical scenarios.
9. Effectively analyze a variety of occupations in terms of person centered factors, environment centered factors, and occupation centered factors.
10. Describe the role of occupational therapy working across the lifespan.
11. Identify the most common conditions seen in occupational therapy practice in the past, present and future.
12. Analyze the effect of health conditions on occupational performance.
13. Understand health related and medical terminology used in description, classification, and treatment of selected human diseases and conditions. Relate current health care billing codes for treatment of these conditions in occupational therapy.
14. Relate the influence of co-morbidity of age, general health, and drugs on the disease and healing process.
15. Discuss the relationship of the cellular, tissue or organ responses of disease to the clinical examination and diagnosis.

findings.

16. Describe the clinical characteristics of psychiatric and medical diagnoses, including symptom configurations and general treatment approaches.

TEACHING STRATEGIES:

Seminar, guided discussion, independent library research, assigned and self-selected readings, oral and written assignments, midterm and final examination

EVALUATION STRATEGIES:

(See grading criteria, grading rubrics, & assignments described on Blackboard Learn)

- 40% Midterm Exam
- 40% Final Exam
- 5% Class participation and attendance
- 15% Analysis of condition assignment

TEXTBOOKS REQUIRED:

Beli, A (2008) Bodies and barriers: Drama and disease. Kent, OH: Kent State University

Atchinson, B and Dirette, D. (2012). Conditions in Occupational Therapy: Effect on Performance, 4th Edition. Lippincott, Williams, and Wilkins. Baltimore, MD/Philadelphia, PA.

Bonder, B. (2010). Psychopathology and Function. 4th edition. Slack Incorporated. New Jersey.

Frazier, MS, Drzymkowski, JW (2013). Essentials of Human Diseases and Conditions, 5th edition. St Louis, MO: Elsevier

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American Psychiatric Association. (2000). Diagnostic and statistical Manual of mental disorders DSM-IV-TR. (4th Edition, Revised). Washington, DC: American Psychiatric Press.

Beers, M., Porter, R.S., & Jones, T.V. (Eds.) (2006). The Merck Manual 18th Edition.

COURSE POLICIES:

1. The College of Nursing and Health Professions values academic integrity. An Honor Code is used within the College and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the department specific handbooks. Should an individual choose to

- participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.
2. Assignments should be submitted by the due date. Late Assignments will not be accepted unless an exception is negotiated with the Instructor **prior** to the assignment due date.
 3. Classes are mandatory and must be attended. Participation is required and evaluated.
 4. ALL official communication, notices or announcements will be sent through the student's ASU EMAIL account ONLY. The student is accountable for checking this account on a regular basis (daily or every other day) and is accountable for all official communication. It is the student's responsibility to keep the email account viable, enabled to receive email transmissions and blackboard access on a daily basis.

Access BlackboardLearn: Course Documents/ Information at course website for additional resources and guidelines. Also, see downloads available from Information Technology Services (ITS) for the use of BlackboardLearn.

Schedule of Classes OTD 5023 Pathology & Disability

Session 1	Introduction
Session 2	Orthopedics and Musculoskeletal Pathology
Session 3	Orthopedics and Musculoskeletal Pathology II
Session 4	Burns, Multiple Trauma, Organ Failure and Transplantation
Session 5	Endocrinology and GI system
Session 6	Vascular and Blood Disorders
Session 7	Mood and Anxiety Disorders
Session 8	Schizophrenia and Psychotic Disorders Mid-term Exam
Session 9	Cardiopulmonary Dysfunction, Cardiovascular Conditions and Pathology, Pulmonary Conditions and Pathology
Session 10	Neurology
Session 11	Neurology II
Session 12	Addictions
Session 13	Three way viewpoints: Canadian Measures of Occupational Performance, AOTA Framework, and the ICF
Session 14	Coding for Billing across settings
Session 15	Final Examination

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

ENTER DATE...

Department Curriculum Committee Chair

ENTER DATE...

COPE Chair (if applicable)

ENTER DATE...

Department Chair:

ENTER DATE...

General Education Committee Chair (If applicable)

ENTER DATE...

College Curriculum Committee Chair

ENTER DATE...

Undergraduate Curriculum Council Chair

ENTER DATE...

College Dean

ENTER DATE...

Graduate Curriculum Committee Chair

ENTER DATE...

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

OTD 5034

2. 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).

Practice 1: Primary Care

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

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

Occupation based practice that includes assessment, intervention planning, delivery and assessment and documentation and billing for services. Process and domain framework of the AOTA will be compared to Canadian Occupational Performance Measure and International Classification of Function.

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?

Admission to OTD program

b. Why?

Selective OTD program admission

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

Summer

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

Susan Hanrahan, Ph.D., PT

Arkansas State University – Jonesboro

hanrahan@astate.edu

870-972-3112

11. Proposed Starting Term/Year

Summer / 2015

12. Is this course in support of a new program? Yes

If yes, what program?

Occupational Therapy Doctorate Program (OTD)

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

If yes, what course?

Enter text...

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? NO

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

1. Identify and simulate occupational therapy process of assessment, evidence based intervention, documentation and billing for each stage of the life span (infants, toddlers, primary grade, junior and high school, young adults, adults, and aging adults) using the Occupational Therapy Practice Framework.
2. Identify, discuss and apply emerging concepts of primary care as an innovative and essential dimension of occupational therapy practice of the future.
3. Using a simulated case, contrast the OTPF to the Canadian Framework and to the ICF of the World Health Organization.
4. Delineate nationally recognized billing codes for occupational therapy services.
5. Discuss the importance of occupation for the health and wellness of an individual, group or population.
6. Select, critique and use standardized and nonstandardized screening and assessment tools to evaluate the need for occupational therapy services.
7. Evaluate the client's occupational performance in all areas of occupation including but not limited to ADL, IADL, etc.
8. Apply evidence and beginning level understanding of theory to analyze, synthesize, evaluate, and diagnose populations related to occupational performance and participation.
9. Develop and discuss implementation of occupation based intervention plans and strategies based upon the identified needs of the client, group or population and the evaluation data.
10. Recognize when to refer to appropriate providers for consultation and or intervention.
11. Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client, group or population.
12. Monitor, reassess and effectively plan for discharge in collaboration with the client, family and care team.
13. Organize, collect, analyze and document data in a systematic manner for evaluation and outcomes.
14. Delineate primary care considerations appropriate for occupational therapy to assess and monitor at each stage of life: (infants, toddlers, primary grade, junior and high school, young adults, adults, and aging adults.)
15. Explain the meaning and dynamics of occupation and activity, including the interaction areas of occupation, performance skills, performance patterns, activity demands, context(s) and environment and client factors.
16. Demonstrate task analysis in the areas of occupation, performance skills, performance patterns, activity demands, context(s), and environment, and client factors to format an intervention plan.

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.

Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013.)

c. Student population served.

Students admitted to OTD program

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

Doctoral entry level course as per accreditation guidelines

16. 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.)

Session 1	Introduction: Occupation based practice and primary care
Session 2	Overview of the occupational therapy process including primary care
Session 3	Assessment and observation and components of primary care
Session 4	Documentation of assessment and observation
Session 5	Needs Identification and verification
Session 6	Documentation of needs identification and verification
Session 7	Intervention planning
Session 8	Documentation of intervention planning
Session 9	Execution of intervention and components of primary care
Session 10	Documentation of intervention
Session 11	Outcomes assessment
Session 12	Documentation of outcomes assessment
Session 13	Simulations of cases (Infants, toddlers and children)

Session 14 Simulations of cases (young adults, adults, aging adults)
Session 15 Final Examination

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
Seminar, guided discussion, independent library research, assigned readings, written assignments, midterm and final examination. Laboratory experiences.

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

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
Supported by OT faculty; No additional classroom space required.

20. What is the primary intended learning goal for students enrolled in this course?
Identify and apply OT processes across the life span as it relates to primary care.

21. Reading and writing requirements:
a. Name of book, author, edition, company and year

Required Texts:

Christiansen, CH & Townsend, EA (2010). Introduction to occupation: The art and science of living. Upper Saddle River, NJ: Pearson

Chicester, A. (2009). Occupational Therapy in Orthopaedics and Trauma. Iowa: John Wiley and Sons

Radomski, M.V. and Trombly Lathan, C.A. (2013). Occupational Therapy for Physical Dysfunction, 7th Ed. Lippincott, Williams and Wilkins.

Hinojosa, J., and Kramer, P. (2013). Evaluation: Obtaining and Interpreting Data, 3rd Ed. AOTA Press.

Cole, M.B., and Tufano, R. (2008). Applied Theories in Occupational Therapy: A Practical Approach. Slack Inc.

Sonner, H. (2009). Activities for adults with learning disabilities. Iowa: John Wiley Publishers

Supplemental Textbooks (Optional):

American Psychological Association. (2012). Publication manual of the

American Psychological Association (6th ed.). Washington, DC: American

Psychological Association.

American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5). Washington, DC: American Psychiatric Press.

Beers, M., Porter, R.S., & Jones, T.V. (Eds.) (2006). The Merck Manual 18th Edition.

b. Number of pages of reading required per week: 30

c. Number of pages of writing required over the course of the semester: 6

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
Discuss the importance of occupation for health and wellness of an individual, group or population.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Class discussion of a wellness scenario of a specific population..

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Class participation using grading rubric for required key elements.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Compare the Occupational Therapy Practice Framework to the Canadian Occupational Performance Measure and to the International Classification of function.

Learning Activity:

As homework assignment, complete table that contrast the key constructs of these frameworks. Bring completed table to class for discussion and submission.

Assessment Tool:

Grading rubric of class participation and table of contrast frameworks.

Outcome #3:

Learning Activity:

Assessment Tool:

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

- Minimally
- Indirectly
- Directly

b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

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9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

OTD 5034

Practice I: Primary Care

Occupation based practice that includes assessment, intervention planning, delivery and assessment and documentation and billing for services. Process and domain framework of the AOTA will be compared to Canadian Occupational Performance Measure and International Classification of Function.

**ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
PROGRAM IN OCCUPATIONAL THERAPY
OCCUPATIONAL THERAPY DOCTORATE PROGRAM**

Course Number & Title OTD 5034 Practice 1: Primary Care

Credit Hours: 4 Semester Credit Hours (4 hrs/week x 15 weeks= 60 clock hrs)

PLACEMENT: Semester One, summer, Year One

FACULTY: TBA

COURSE DESCRIPTION: Occupation based practice that includes assessment, intervention planning, delivery and assessment and documentation and billing for services. Process and domain framework of the AOTA will be compared to Canadian Occupational Performance Measure and International Classification of Function.

STUDENT LEARNER OUTCOMES: Upon completion of this course, the student learner will have been given the opportunity to:

1. Identify and simulate occupational therapy process of assessment, evidence based intervention, documentation and billing for each stage of the life span (infants, toddlers, primary grade, junior and high school, young adults, adults, and aging adults) using the Occupational Therapy Practice Framework.
2. Identify, discuss and apply emerging concepts of primary care as an innovative and essential dimension of occupational therapy practice of the future.
3. Using a simulated case, contrast the OTPF to the Canadian Framework and to the ICF of the World Health Organization.
4. Delineate nationally recognized billing codes for occupational therapy services.
5. Discuss the importance of occupation for the health and wellness of an individual, group or population.
6. Select, critique and use standardized and nonstandardized screening and assessment tools to evaluate the need for occupational therapy services.
7. Evaluate the client's occupational performance in all areas of occupation including but not limited to ADL, IADL, etc.
8. Apply evidence and beginning level understanding of theory to analyze, synthesize, evaluate, and diagnose populations related to occupational performance and participation.
9. Develop and discuss implementation of occupation based intervention plans and strategies based upon the identified needs of the client, group or population and the evaluation data.
10. Recognize when to refer to appropriate providers for consultation and or intervention.
11. Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client, group or population.
12. Monitor, reassess and effectively plan for discharge in collaboration with the client, family and care team.
13. Organize, collect, analyze and document data in a systematic manner for evaluation and outcomes.
14. Delineate primary care considerations appropriate for occupational therapy to assess and monitor at each

stage of life: (infants, toddlers, primary grade, junior and high school, young adults, adults, and aging adults.)

15. Explain the meaning and dynamics of occupation and activity, including the interaction areas of occupation, performance skills, performance patterns, activity demands, context(s) and environment and client factors.
16. Demonstrate task analysis in the areas of occupation, performance skills, performance patterns, activity demands, context(s), and environment, and client factors to format an intervention plan.

TEACHING STRATEGIES:

Seminar, guided discussion, independent library research, assigned and self-selected readings, oral and written assignments, midterm and final examination. Laboratory experiences.

EVALUATION STRATEGIES:

(See grading criteria, grading rubrics, & assignments described on Blackboard Learn)

- 40% Midterm Exam
- 40% Final Exam
- 5% Class participation and attendance
- 15% Analysis of condition assignments

Required Texts:

Christiansen, CH & Townsend, EA (2010) Introduction to occupation: The art and science of living. Upper Saddle River, NJ: Pearson

Chicester, A. (2009). Occupational therapy in orthopedics and trauma. Iowa: John Wiley and Sons

Radomski, M.V. and Trombly Lathan, C.A. (2013). Occupational Therapy for Physical Dysfunction, 7th Ed. Lippincott, Williams and Wilkins.

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COURSE POLICIES:

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2. Assignments should be submitted by the due date. Late Assignments will not be accepted unless an exception is negotiated with the Instructor **prior** to the assignment due date.
3. Classes are mandatory and must be attended. Participation is required and evaluated.
4. ALL official communication, notices or announcements will be sent through the student's ASU EMAIL account ONLY. The student is accountable for checking this account on a regular basis (daily or every other day) and is accountable for all official communication. It is the student's responsibility to keep the email account viable, enabled to receive email transmissions and blackboard access on a daily basis.

Access BlackboardLearn: Course Documents/ Information at course website for additional resources and guidelines. Also, see downloads available from Information Technology Services (ITS) for the use of BlackboardLearn.

Schedule of Classes OTD 5034: Practice 1: Primary Care

Session 1	Introduction: Occupation based practice and primary care
Session 2	Overview of the occupational therapy process including primary care
Session 3	Assessment and observation and components of primary care
Session 4	Documentation of assessment and observation
Session 5	Needs Identification and verification
Session 6	Documentation of needs identification and verification
Session 7	Intervention planning
Session 8	Documentation of intervention planning
Session 9	Execution of intervention and components of primary care
Session 10	Documentation of intervention
Session 11	Outcomes assessment
Session 12	Documentation of outcomes assessment
Session 13	Simulations of cases (Infants, toddlers and children)
Session 14	Simulations of cases (young adults, adults, aging adults)
Session 15	Final Examination

New/Special Course Proposal-Bulletin Change Transmittal Form

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Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

ENTER DATE...

Department Curriculum Committee Chair

ENTER DATE...

COPE Chair (if applicable)

ENTER DATE...

Department Chair:

ENTER DATE...

General Education Committee Chair (If applicable)

ENTER DATE...

College Curriculum Committee Chair

ENTER DATE...

Undergraduate Curriculum Council Chair

ENTER DATE...

College Dean

ENTER DATE...

Graduate Curriculum Committee Chair

ENTER DATE...

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

OTD 5043

2. 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).

Technology 1: Skills Training

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lab

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

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

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.

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?

Admission to OTD program

b. Why?

Selective OTD program admission

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

Summer

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

Susan Hanrahan, PhD, PT

Arkansas State University – Jonesboro

870-972-3112

hanrahan@astate.edu

11. Proposed Starting Term/Year

Summer / 2015

12. Is this course in support of a new program? Yes

If yes, what program?

Occupational Therapy Doctorate Program (OTD)

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

If yes, what course?

Enter text...

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

1. Adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice, including practicing sound judgment in regard to safety of self and others.
2. Apply standardized and non-standardized 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, interviews with the client, family, significant others and community.
3. 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.
4. Apply appropriate procedures and protocols (including standard formats) when administering assessments.
5. Provide training in self-care, self-management, health management and maintenance, home management, and community and work integration.
6. Identify and demonstrate techniques in skills of supervision and collaboration with occupational therapy assistants and other professionals on therapeutic interventions.
7. Explain and justify the importance of supervisory roles, responsibilities, and collaborative professional relationships between the occupational therapist and the occupational therapist assistant.
8. Describe the basic rationale, process and audit of documentation in occupational therapy.

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.

Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013).

c. Student population served.

Students admitted to OTD program

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

Doctoral entry level course as per accreditation guidelines

16. 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.)

Session 1	Course overview and methods for competency assessment Universal precautions & Safety
Session 2	Activities of daily living, skills analysis, and documentation & Safety
Session 3	Instrument activities of daily living skills analysis, training, and documentation & Safety & Documentation
Session 4	Lap belt use Wheel chair use Documentation
Session 5	Hospital beds/high low tables, standing devices Reading and understanding charts Documentation
Session 6	Walkers and canes & Safety
Session 7	Kitchen adaptations & Safety
Session 8	Transfers & Lap belt use & Safety
Session 9	Emergency procedures across settings Emergency evacuation procedures across settings Safety
Session 10	Judgment for safety of self and clients as well as others Medication dispensers (high and low tech) Safety

Session 11	Adaptation of occupational performance for safety in cases of disability Safety
Session 12	CPR and basic life support training & Safety
Session 13	Ergonomics of lifting assisting & Safety
Session 14	Bariatric adaptive wheelchairs, beds, lifts, etc. & Safety
Session 15	Principals of universal design & Safety OTA and OTR role delineation

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

This is a laboratory based course in which all skills are competency based and graded on a pass/fail basis. A cumulative graded practical examination of the basic skills needed in occupational therapy practice will be at the end of the course.

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

Labs

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Supported by OT faculty; No additional classroom space will be needed. Additional laboratory space to accommodate up to 30 students using wheelchairs, walkers, canes, beds for transfer and mobility simulation, etc., will be needed.

20. What is the primary intended learning goal for students enrolled in this course?

Demonstrate basic care skills used in OT practice.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Required Texts:

Radomski, M.V. and Trombly Lathan, C.A. (2008). Occupational Therapy for Physical Dysfunction, 6th Ed. Lippincott, Williams and Wilkins.

Morreale, M. and Borcharding, S. (2013). The OTA's Guide to Documentation: Writing SOAP Notes Thorofare, NJ: Slack. Supplemental Textbooks (Optional):

American Psychological Association. (2012). Publication manual of the American Psychological Association (6th ed.). Washington, DC: American Psychological Association.

American Psychiatric Association. (2013). Diagnostic and statistical Manual of mental disorders DSM-5. (5th Edition). Washington, DC: American Psychiatric Press.

Beers, M., Porter, R.S., & Jones, T.V. (Eds.) (2006). The Merck Manual 18th Edition.

b. Number of pages of reading required per week: 50

c. Number of pages of writing required over the course of the semester: 0

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
Provide training in self-care to client diagnosed with left side CVA.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
In class setting, describe the process of instructing the client in dressing with a long sleeved shirt.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Grading rubric completed by instructor and class with essential elements of dressing instruction..

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:
Describe the basic rationale, process and audit of documentation in occupational therapy.

Learning Activity:
Given a videotape of a client-therapist treatment session, complete a SOAP note of the session. Have peer review of the soap note. Submit to professor for final review.

Assessment Tool:
Grading rubrics for peer review and course instructor with criteria including subjective and objective data, assessment and plan..

Outcome #3:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

- Minimally
- Indirectly
- Directly

b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

OTD 5043

Technology I: Skills Training

First in a series of courses on the domain of technology related to occupational therapy practice. Fundamental skills for OT practice across the lifespan will be covered including transfers, sit to stand, bed mobility, ADL, IADL, use of canes, walkers and wheelchairs, emergency procedures and evacuations.

**ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
PROGRAM IN OCCUPATIONAL THERAPY
OCCUPATIONAL THERAPY DOCTORATE PROGRAM**

Course Number & Title OTD 5043 Technology 1: Skills Training

Credit Hours: 3 Semester Credit Hours (3 hrs/week x 15 weeks= 45 clock hrs)

PLACEMENT: Semester One, summer, Year One

FACULTY: TBA

COURSE DESCRIPTION: 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.

STUDENT LEARNER OUTCOMES: Upon completion of this course, the student learner will have been given the opportunity to:

1. Adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice, including practicing sound judgment in regard to safety of self and others.
2. Apply 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, interviews with the client, family, significant others and community.
3. 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.
4. Apply appropriate procedures and protocols (including standard formats) when administering assessments.
5. Provide training in self-care, self-management, health management and maintenance, home management, and community and work integration.
6. Identify and demonstrate techniques in skills of supervision and collaboration with occupational therapy assistants and other professionals on therapeutic interventions.
7. Explain and justify the importance of supervisory roles, responsibilities, and collaborative professional relationships between the occupational therapist and the occupational therapist assistant.
8. Describe the basic rationale, process and audit of documentation in occupational therapy.

TEACHING STRATEGIES:

This is a laboratory based course in which all skills are competency based and graded on a pass fail basis. A cumulative graded practical examination of the basic skills needed in occupational therapy practice will be at the end of the course.

EVALUATION STRATEGIES:

(See grading criteria, grading rubrics, & assignments described on Blackboard Learn)

Course Objectives:

Each student will achieve competency in each of the following areas:

1. Activities of daily living, skills analysis, and documentation 5%
2. Instrument activities of daily living skills analysis, training, and documentation 5%
3. Hospital beds 5%
4. Reading and understanding charts 5%
5. Walkers and canes 5%
6. Kitchen adaptations 5%
7. Transfers & Lap belt use 5%
8. Wheel chair use/scooters/other mobility devices 5%
9. Emergency procedures across settings 5%
10. Emergency evacuation procedures across settings 5%
11. Judgment for safety of self and clients as well as others 5%
12. Medication dispensers (high and low tech) 5%
13. Adaptation of occupational performance for safety in cases of disability 5%
14. CPR and basic life support training 5%
15. Ergonomics of lifting assisting 5%
16. A bariatric adaptive wheelchair, beds, lifts, etc. 5%
17. Principals of universal design 5%
18. OTA/OTR Role delineation 5%
19. Universal precautions 5%
20. Demonstrate overall sound judgment in safety. 5%

Required Texts:

Radomski, M.V. and Trombly Lathan, C.A. (2013). Occupational Therapy for Physical Dysfunction, 7th Ed. Lippincott, Williams and Wilkins.

Morreale, M. and Borcharding, S. (20013). The OTA's Guide to Documentation: Writing Soap Notes. Thorofare, NJ: Slack.

Supplemental Textbooks (Optional):

American Psychological Association. (2012). Publication manual of the American Psychological Association (6th ed.). Washington, DC: American Psychological Association.

American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders DSM-5. (5th Edition). Washington, DC: American Psychiatric Press.

Beers, M., Porter, R.S., & Jones, T.V. (Eds.) (2006). The Merck Manual 18th Edition.

COURSE POLICIES:

1. The College of Nursing and Health Professions values academic integrity. An Honor Code is used within the College and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the department specific handbooks.

Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.

2. Assignments should be submitted by the due date. Late Assignments will not be accepted unless an exception is negotiated with the Instructor **prior** to the assignment due date.
3. Classes are mandatory and must be attended. Participation is required and evaluated.
4. ALL official communication, notices or announcements will be sent through the student's ASU EMAIL account ONLY. The student is accountable for checking this account on a regular basis (daily or every other day) and is accountable for all official communication. It is the student's responsibility to keep the email account viable, enabled to receive email transmissions and blackboard access on a daily basis.

Access BlackboardLearn: Course Documents/ Information at course website for additional resources and guidelines. Also, see downloads available from Information Technology Services (ITS) for the use of BlackboardLearn.

Schedule of Classes OTD 5043: Technology 1: Skills Training

Session 1	Course overview and methods for competency assessment Universal precautions & Safety
Session 2	Activities of daily living, skills analysis, and documentation & Safety
Session 3	Instrument activities of daily living skills analysis, training, and documentation & Safety & Documentation
Session 4	Lap belt use Wheel chair use Documentation
Session 5	Hospital beds/high low tables, standing devices Reading and understanding charts Documentation
Session 6	Walkers and canes & Safety
Session 7	Kitchen adaptations & Safety
Session 8	Transfers & Lap belt use & Safety
Session 9	Emergency procedures across settings Emergency evacuation procedures across settings Safety
Session 10	Judgment for safety of self and clients as well as others Medication dispensers (high and low tech) Safety
Session 11	Adaptation of occupational performance for safety in cases of disability Safety
Session 12	CPR and basic life support training & Safety
Session 13	Ergonomics of lifting assisting & Safety
Session 14	Bariatric adaptive wheelchairs, beds, lifts, etc. & Safety
Session 15	Principals of universal design & Safety OTA and OTR role delineation

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

ENTER DATE...

Department Curriculum Committee Chair

ENTER DATE...

COPE Chair (if applicable)

ENTER DATE...

Department Chair:

ENTER DATE...

General Education Committee Chair (If applicable)

ENTER DATE...

College Curriculum Committee Chair

ENTER DATE...

Undergraduate Curriculum Council Chair

ENTER DATE...

College Dean

ENTER DATE...

Graduate Curriculum Committee Chair

ENTER DATE...

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

OTD 5073

2. 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).

Practice 2: Occupational Science

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture.

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

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

Types of reasoning used by occupational therapists is summarized. The progression from novice to expert reasoning is delineated..

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?

Admission to OTD program

b. Why?

Selective OTD program admission

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

Fall.

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

Susan Hanrahan, PhD, PT

Arkansas State University – Jonesboro

870-972-3112

hanrahan@astate.edu

11. Proposed Starting Term/Year

Fall 2015

12. Is this course in support of a new program? Yes

If yes, what program?

Occupational Therapy Doctorate Program (OTD)

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

If yes, what course?

Enter text...

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

1. Apply clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed.

2. 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.
3. Evaluate using 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.
4. Evaluate using 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).
5. Evaluate performance patterns (e.g. habits, routines, rituals and roles).
6. Evaluate context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical and social).
7. Evaluate performance skills, including motor and praxis skills, sensory-perceptual skills, emotional regulation skills, cognitive skills, communication and social skills
8. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments as part of the therapeutic process in both individual and group interaction.
9. Apply the principles of the teaching-learning process using educational methods to design experiences to address the needs of the client, family, significant others, communities, colleagues, other health providers, and the public.

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.

Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013.)

c. Student population served.

Students admitted to OTD program

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

Doctoral entry level course as per accreditation guidelines

16. 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.)

Session 1	Course Overview and Rogers self-actualizations
Session 2	Solving problems in professional practice
Session 3	Therapeutic use of self Kiersey Temperament Scale
Session 4	Mindful practice and systematic reflection as a part of clinical reasoning
Session 5	Personal factors in clinical reasoning
Session 6	Contextual factors in clinical reasoning
Session 7	Occupational factors in clinical reasoning
Session 8	Dewy's model of reasoning
Session 9	Transactional Analysis of Dewy
Session 10	The ecological model of clinical reasoning
Session 11	Clinical reasoning versus legal and ethical reasoning
Session 12	Simulated case: psychosocial personal factors
Session 13	Simulated case: psychosocial personal factors
Session 14	Simulated case: psychological personal factors
Session 15	Examination

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Lecture, guided discussion, independent library research, assigned readings, oral and written assignments, midterm and final examination.

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

None

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
Supported by OT faculty; No additional classroom space will be needed.

20. What is the primary intended learning goal for students enrolled in this course?
Application of clinical reasoning using adults in practice of OT.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year
Required Texts:

Benamy, B. (1999). Developing Clinical Reasoning Skills. Psychological Corp.

Boyt, B.A. and Schell, J.W. (2008). Clinical and Professional Reasoning in Occupational Therapy. Philadelphia: Lippincott, Williams and Wilkins.

Bendigo, V. (2006). Meaningful activities for people with dementia. RC521M43

Law, M, Baum, CM, Bapiste, S (2002). Occupation based practice: fostering performance and participation. Thorofare, NJ: Slack.

Csikszentmihalyi, M (1997). Finding flow. NY: Peresus Books.

Davis, C (2011). Patient practitioner interaction: An experimental manual for developing the art of health care. Thorofore, NJ: Slack.

Lewis, SC (1983). The Mature Years: A Geriatric Occupational Therapy Text. Thorofare, NJ: Slack.

Okkema, K. (2004). Cognition and perception in the stroke patient: A Guide to Functional Outcomes in Occupational Therapy. PRO-ED, Incorporated.

Precin, P (2002). Client centered reasoning: Narrative of people with mental illness. Woburn, MA: Elsevier.

b. Number of pages of reading required per week: 50

c. Number of pages of writing required over the course of the semester: 15

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)

Apply clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Clinical reasoning report

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Grading rubric reflective of clinical reasoning.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Evaluate the environment for potential to engage in occupation.

Learning Activity:

Conduct environmental scan report.

Assessment Tool:

Completion of scan and discussion assessed using rubric of essential elements..

Outcome #3:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

Minimally

Indirectly

Directly

b. Thinking Critically

Minimally

Indirectly

Directly

c. Using Technology

Minimally

Indirectly

Directly

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9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

OTD 5073

Practice 2: Occupational Science

Second in a sequence of courses designed around the core of occupational therapy, occupation based practice. Types of reasoning used by occupational therapists will be summarized. The progression from novice to expert reasoning will be delineated.

**ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
PROGRAM IN OCCUPATIONAL THERAPY
OCCUPATIONAL THERAPY DOCTORATE PROGRAM**

Course Number & Title OTD 5073 Practice 2: Occupational Science

Credit Hours: 3 Semester Credit Hours (3 hrs/week x 15 weeks= 45 clock hrs)

PLACEMENT: Semester Two, fall, year one

FACULTY: TBA

COURSE DESCRIPTION: Types of reasoning used by occupational therapists is summarized. The progression from novice to expert reasoning is delineated.

STUDENT LEARNING OUTCOMES:

1. Apply clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed.
2. 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.
3. Evaluate using 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.
4. Evaluate using 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).
5. Evaluate performance patterns (e.g. habits, routines, rituals and roles).
6. Evaluate context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical and social).
7. Evaluate performance skills, including motor and praxis skills, sensory-perceptual skills, emotional regulation skills, cognitive skills, communication and social skills
8. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments as part of the therapeutic process in both individual and group interaction.
9. Apply the principles of the teaching-learning process using educational methods to design experiences to address the needs of the client, family, significant others, communities, colleagues, other health providers, and the public.

TEACHING STRATEGIES:

Lecture, guided discussion, independent library research, assigned readings, oral and written assignments, midterm and examination in addition to laboratory experiences.

EVALUATION STRATEGIES:

(See grading criteria, grading rubrics, & assignments described on Blackboard Learn)

40%	Midterm Exam
40%	Final Exam
5%	Class participation and attendance
15%	Clinical Reasoning Report

Required Texts:

Benamy, B. (1999). Developing clinical reasoning skills. Psychological Corp.

Boyt, B.A. and Schell, J.W. (2008). Clinical and Professional Reasoning in Occupational Therapy. Philadelphia: Lippincott, Williams and Wilkins.

Bendigo, V. (2006). Meaningful activities for people with dementia. RC521M43

Law, M, Baum, CM, Bapiste, S (2002). Occupation based practice: fostering performance and participation. Thorofare, NJ: Slack.

Csikszentmihalyi, M (1997). Finding flow. NY: Peresus Books.

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Lewis, SC (1983). The Mature Years: A Geriatric Occupational Therapy Text. Thorofare, NJ: Slack.

Okkema, K. (2004). Cognition and Perception in The Stroke Patient: a Guide to Functional Outcomes in Occupational Therapy. PRO-ED, Incorporated.

Precin, P (2002). Client centered reasoning: Narrative of people with mental illness. Woburn, MA: Elsevier.

COURSE POLICIES:

1. The College of Nursing and Health Professions values academic integrity. An Honor Code is used within the College and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the department specific handbooks. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.
2. Assignments should be submitted by the due date. Late Assignments will not be accepted unless an exception is negotiated with the Instructor **prior** to the assignment due date.
3. Classes are mandatory and must be attended. Participation is required and evaluated.
4. ALL official communication, notices or announcements will be sent through the student's ASU EMAIL account ONLY. The student is accountable for checking this account on a regular basis (daily or every other day) and is accountable for all official communication. It is the student's responsibility to keep the email account viable, enabled to receive email transmissions and blackboard access on a daily basis.

Access BlackboardLearn: Course Documents/ Information at course website for additional resources and

guidelines. Also, see downloads available from Information Technology Services (ITS) for the use of BlackboardLearn.

Schedule of Classes OTD 5073 Practice 2: Occupational Science

Session 1	Course Overview and Rogers self-actualizations
Session 2	Solving problems in professional practice
Session 3	Therapeutic use of self Kiersey Temperament Scale
Session 4	Mindful practice and systematic reflection as a part of clinical reasoning
Session 5	Personal factors in clinical reasoning
Session 6	Contextual factors in clinical reasoning
Session 7	Occupational factors in clinical reasoning
Session 8	Dewy's model of reasoning
Session 9	Transactional Analysis of Dewy
Session 10	The ecological model of clinical reasoning
Session 11	Clinical reasoning versus legal and ethical reasoning
Session 12	Simulated case: psychosocial personal factors
Session 13	Simulated case: psychosocial personal factors
Session 14	Simulated case: psychological personal factors
Session 15	Examination

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

OTD 5083

2. 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).

Technology 2: Function

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture.

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

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

Overview of the broad spectrum of technology in occupational therapy related to mobility in the community, at home, in the workplace; use of adaptive equipment to facilitate such mobility and various forms of splinting are covered.

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?

Admission to OTD program

b. Why?

Selective OTD program admission

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

Fall.

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

Susan Hanrahan, Ph.D., PT

Arkansas State University – Jonesboro

hanrahan@astate.edu

870-972-3112

11. Proposed Starting Term/Year

Fall / 2015

12. Is this course in support of a new program? Yes

If yes, what program?

Occupational Therapy Doctorate Program (OTD)

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

If yes, what course?

Enter text...

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

1. Demonstrate assessment and training for mobility in the community.
2. Demonstrate assessment and training for mobility in the grocery store.

3. Demonstrate assessment and training for mobility in the home.
4. Demonstrate assessment and training for mobility in the workplace.
5. Demonstrate an understanding of the principles of making a splint pattern.
6. Identify the characteristics of low temperature thermoplastic material.
7. Discuss two ways in which splints may apply force.
8. Demonstrate how to determine the proper length of a forearm-based splint.
9. List the criteria for use of the mobile arm support and describe how it works.

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.

Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013.)

c. Student population served.

Students admitted to OTD program

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

Doctoral entry level course as per accreditation guidelines

16. 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.)

Session 1	Course overview and review of scientific principles underlying design and construction for personal adaptive use
Session 2	Compression points, vectors, force and functional use
Session 3	How research informs us what is used by clients
Session 4	Principles of universal design and the built environment
Session 5	Minilecture and Fabrication of Resting Splint
Session 6	Minilecture and Fabrication of Dynamic Splint
Session 7	Minilecture and Design of seating system
Session 8	Design of positioning system
Session 9	Fabrication of Orthotic Device
Session 10	Design and construction of oral motor device
Session 11	Design and construction of prosthetic device
Session 12	Design and construction of orthotic device
Session 13	Teach another in functional mobility, including physical transfers, wheelchair management, and mobility devices
Session 14	Teach another in enhance community mobility, including public transportation, community access, and issues related to driver rehabilitation
Session 15	Exposition of devices and review by community of interest

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Lecture, guided discussion, assigned readings, and laboratory experiences.

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

Labs

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Supported by OT faculty; Sufficient laboratory space to accommodate slinging supplies, mobility devices and various forms of technology.

20. What is the primary intended learning goal for students enrolled in this course?

Demonstrate an understanding of adaptive equipment for functional mobility used in OT practice.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Required Texts:

Coppard, B.M., & Lohman, H. (2011). (3rd Ed.) Introduction to splinting a clinical reasoning and problem solving approach.

Community Mobility in the environment, commentary from Dr. Jeffrey Crabtree, Indiana University Purdue University at Indianapolis, Department of Occupational Therapy (personal communication).

b. Number of pages of reading required per week: 40

c. Number of pages of writing required over the course of the semester: 0

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)

Demonstrate assessment training for mobility in the grocery store.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

Conduct assessment of a simulated client in the "grocery store" laboratory.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Grading rubric reflecting competency.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Demonstrate an understand of making a splint pattern.

Learning Activity:

Make a splint for forearm.

Assessment Tool:

Grading criteria reflecting competency.

Outcome #3:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

- Minimally
- Indirectly
- Directly

b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

OTD 5083

Technology 2: Function

Overview of the broad spectrum of technology in occupational therapy as it relates to mobility in the community, at home, in the workplace and use of adaptive equipment to facilitate such mobility. Also, the various forms of splinting are covered.

**ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
PROGRAM IN OCCUPATIONAL THERAPY
OCCUPATIONAL THERAPY DOCTORATE PROGRAM**

Course Number & Title OTD 5083 Technology 2: Function

Credit Hours: 3 Semester Credit Hours (3 hrs/week x 15 weeks= 45 clock hrs)

PLACEMENT: Semester Two, fall, year one

FACULTY:

COURSE DESCRIPTION: This course is an overview of a broad spectrum of technology in occupational therapy as it relates to mobility in the community, at home, in the workplace and use of adaptive equipment to facilitate such mobility. Also, the various forms of splinting will be covered.

STUDENT LEARNING OUTCOMES:

10. Demonstrate assessment and training for mobility in the community.
11. Demonstrate assessment and training for mobility in the grocery store.
12. Demonstrate assessment and training for mobility in the home.
13. Demonstrate assessment and training for mobility in the workplace.
14. Demonstrate an understanding of the principles of making a splint pattern.
15. Identify the characteristics of low temperature thermoplastic material.
16. Discuss two ways in which splints may apply force.
17. Demonstrate how to determine the proper length of a forearm-based splint.
18. List the criteria for use of the mobile arm support and describe how it works.

TEACHING STRATEGIES:

Lecture, guided discussion, assigned readings, and laboratory experiences.

EVALUATION STRATEGIES:

(See grading criteria, grading rubrics, & assignments described on Blackboard Learn)

Competency based outcomes measured by:

- 10% mobility in community
- 10% mobility in the grocery store
- 10% mobility at home
- 10% mobility in the workplace
- 10% construct adaptive equipment 1
- 10% construct adaptive equipment 2
- 10% splint 1 – resting hand splint
- 10% splint 2 – dynamic hand splint
- 10% splint 3 - TBA

- 10% splinting for infants and toddlers

EVALUATION STRATEGIES:

(See grading criteria, grading rubrics, & assignments described on Blackboard Learn)

Rubrics will be developed for each splint or mobility experience.

Required Texts:

Coppard, B.M., & Lohman, H. (2011). (3rd Ed.) Introduction to splinting a clinical reasoning and problem solving approach.

Community Mobility in the environment, commentary from Dr. Jeffrey Crabtree, Indiana University Purdue University at Indianapolis, Department of Occupational Therapy (personal communication).

COURSE POLICIES:

1. The College of Nursing and Health Professions values academic integrity. An Honor Code is used within the College and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the department specific handbooks. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.
2. Assignments should be submitted by the due date. Late Assignments will not be accepted unless an exception is negotiated with the Instructor **prior** to the assignment due date.
3. Classes are mandatory and must be attended. Participation is required and evaluated.
4. ALL official communication, notices or announcements will be sent through the student's ASU EMAIL account ONLY. The student is accountable for checking this account on a regular basis (daily or every other day) and is accountable for all official communication. It is the student's responsibility to keep the email account viable, enabled to receive email transmissions and blackboard access on a daily basis.

Access BlackboardLearn: Course Documents/ Information at course website for additional resources and guidelines. Also, see downloads available from Information Technology Services (ITS) for the use of BlackboardLearn.

Schedule of Classes OTD 5083 Technology II: Function

Session 1	Course overview and review of scientific principles underlying design and construction for personal adaptive use
Session 2	Compression points, vectors, force and functional use
Session 3	How research informs us what is used by clients
Session 4	Principles of universal design and the built environment
Session 5	Minilecture and Fabrication of Resting Splint
Session 6	Minilecture and Fabrication of Dynamic Splint
Session 7	Minilecture and Design of seating system
Session 8	Design of positioning system
Session 9	Fabrication of Orthotic Device
Session 10	Design and construction of oral motor device
Session 11	Design and construction of prosthetic device
Session 12	Design and construction of orthotic device
Session 13	Teach another in functional mobility, including physical transfers, wheelchair management, and mobility devices
Session 14	Teach another in enhance community mobility, including public transportation, community access, and issues related to driver rehabilitation
Session 15	Exposition of devices and review by community of interest

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Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

OTD 5092

2. 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).

Research 1: Occupational Science

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.
lecture

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

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

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.

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?

Admission to OTD program

b. Why?

Selective OTD program admission

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

Fall, yr 1

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

Susan Hanrahan, Ph.D., PT

Arkansas State University – Jonesboro

hanrahan@astate.edu

870-972-3112

11. Proposed Starting Term/Year

Fall / 2015

12. Is this course in support of a new program? Yes

If yes, what program?

OCCUPATIONAL THERAPY DOCTORATE PROGRAM (OTD)

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

If yes, what course?

Enter text...

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

1. Apply quantitative statistics and qualitative analysis to interpret tests, measurements, and other data for the purpose of establishing and or delivering evidence based practice.
2. Analyze, synthesize, evaluate and apply models of occupational performance.
3. Construct theories and model
4. Evaluate and apply theories that underlie the practice of occupational therapy
5. Compare, contrast, and integrate a variety of theories that are used in occupational science.
6. Compare, contrast, and integrate a variety of models of practice and frames of references that are used in occupational therapy
7. Apply theories, models of practice, and frames of reference to guide and inform evaluation and intervention.
8. Articulate the process of theory development in occupational therapy and its desired impact and influence on society..
9. Critically appraise a research article.

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.

Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013.)

c. Student population served.

Students admitted to OTD program

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

Doctoral entry level course as per accreditation guidelines

16. 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.)

Session 1	Introduction and how to submit for Arkansas state occupational therapy conference
Session 2	History of the philosophy of science
Session 3	Theories, models, and relative quantitative and qualitative research And mixed methods
Session 4	OT Theories and models in the US
Session 5	OT Theories and frame of reference
Session 6	OT Theories and frame of reference
Session 7	Theories derived from occupational therapy behavior perspectives
Session 8	Theories derived from occupational therapy behavior perspectives
Session 9	Theories derived from rehab perspective
Session 10	Theories derived from rehab perspective
Session 11	Theories derived from infant and child development perspectives
Session 12	Theories derived from infant and child development perspectives
Session 13	Theories derived from learning perspectives
Session 14	Theories derived from learning perspectives
Session 15	Final Examination

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Seminar, guided discussion, independent library research, assigned and self-selected readings, oral and written assignments, midterm and final examination

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

None

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Supported by OT faculty; No additional classroom space will be required.

20. What is the primary intended learning goal for students enrolled in this course?

Define OT theories and theoretical foundation in research.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

TEXTBOOKS REQUIRED:

Berger, AA (1993). Improving writing skills: Memos, letters, reports and proposals. CA: Sage Publications.

Crombie, IK (2007). The Pocket Guide to Critical Appraisal, 2nd Edition. John Wiley & Sons, Limited..

Kramer, PK, Hinojosa, J., Royeen, CB (2014) (2nd Ed.). Theory in occupational therapy. St Louis, MO: Elsevier.

Whitney, RV, Davis, C (2013). A writer's toolkit for occupational therapy and health care professionals: an insider's guide to writing, communicating and getting published. Bethesda, MD: AOTA Press.

Supplemental Textbooks (Optional):

American Psychological Association. (2012). Publication manual of the American Psychological Association (6th ed.). Washington, DC: American Psychological Association.

American Psychiatric Association. (2013). Diagnostic and statistical Manual of mental disorders DSM-5. (5th Edition). Arlington, VA: American Psychiatric Publishing.

Beers, M., Porter, R.S., & Jones, T.V. (Eds.) (2011). The Merck Manual of Diagnosis and Therapy 19th Edition.

b. Number of pages of reading required per week: 30

c. Number of pages of writing required over the course of the semester: 15

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)

Compare and contrast a variety of theories used in occupational therapy.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

Evaluate and critique OT theories.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Grading rubric of critique.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Critically appraise a research article appropriate to the discipline of occupational therapy.

Learning Activity:

In class discussion of a selected research article.

Assessment Tool:

Grading rubric for critical appraisal of research.

Outcome #3:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

- Minimally
- Indirectly
- Directly

b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".

7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

OTD 5092

Research 1: 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.

**ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
PROGRAM IN OCCUPATIONAL THERAPY
OCCUPATIONAL THERAPY DOCTORATE PROGRAM**

Course Number & Title OTD 5092 Research 1: Occupational Science

Credit Hours: 2 Semester Credit Hours (2 hrs/week x 15 weeks=30 clock hrs)

PLACEMENT: Semester Two, Fall, Year One

FACULTY: TBA

COURSE DESCRIPTION: Since its inception as a philosophy of meaningful activity to engage human endeavors, occupational therapy has had a strong foundation in theory. In spite of the modern emphasis on evidence, theory remains an essential component of occupational therapy practice. The profession of occupational therapy is rich with theory as is the discipline of 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.

STUDENT LEARNER OUTCOMES: Upon completion of this course, the student learner will have been given the opportunity to:

1. Apply quantitative statistics and qualitative analysis to interpret tests, measurements, and other data for the purpose of establishing and or delivering evidence based practice.
2. Analyze, synthesize, evaluate and apply models of occupational performance.
3. Construct theories and models.
4. Evaluate and apply theories that underlie the practice of occupational therapy.
5. Compare, contrast, and integrate a variety of theories that are used in occupational science.
6. Compare, contrast, and integrate a variety of models of practice and frames of references that are used in occupational therapy
7. Apply theories, models of practice, and frames of reference to guide and inform evaluation and intervention.
8. Articulate the process of theory development in occupational therapy and its desired impact and influence on society.
9. Critically appraise a research article appropriate to the discipline of occupational therapy

TEACHING STRATEGIES:

Seminar, guided discussion, independent library research, assigned and self-selected readings, oral and written assignments, midterm and final examination

EVALUATION STRATEGIES:

(See grading criteria, grading rubrics, & assignments described on Blackboard Learn)

20% Midterm Exam

- 20% Final Exam
- 20% Review of a theorist
- 20% Critique of a theory
- 10% Integration of a theory with clinical reasoning
- 10% Development of an abstract for submission to the Arkansas state OT conference

TEXTBOOKS REQUIRED:

Berger, AA (1993). Improving writing skills: Memos, letters, reports and proposals. CA: Sage Publications.

Crombree, IK (2007). The Pocket Guide To Critical Appraisal (2nd Edition). John Wiley & Sons, Limited.

Kramer, PK, Hinojosa, J., Royeen, CB (2014) (2nd Ed.). Theory in occupational therapy. St Louis, MO: Elsevier.

Whitney, RV, Davis, C (2013). A writer's toolkit for occupational therapy and health care professionals: an insider's guide to writing, communicating and getting published. Bethesda, MD: AOTA Press.

Supplemental Textbooks (Optional):

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Beers, M., Porter, R.S., & Jones, T.V. (19th Edition.) (2011). The Merck Manual of Diagnosis and Therapy (19th Edition). Merck & Co.

COURSE POLICIES:

1. The College of Nursing and Health Professions values academic integrity. An Honor Code is used within the College and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the department specific handbooks. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.
2. Assignments should be submitted by the due date. Late Assignments will not be accepted unless an exception is negotiated with the Instructor **prior** to the assignment due date.
3. Classes are mandatory and must be attended. Participation is required and evaluated.
4. ALL official communication, notices or announcements will be sent through the student's ASU EMAIL account ONLY. The student is accountable for checking this account on a regular basis (daily or every other day) and is accountable for all official communication. It is the student's responsibility to keep the email account viable, enabled to receive email transmissions and blackboard access on a daily basis.

Revised 3/08/13

Access BlackboardLearn: Course Documents/ Information at course website for additional resources and guidelines. Also, see downloads available from Information Technology Services (ITS) for the use of BlackboardLearn.

Schedule of Classes OTD 5092: Research 1: Occupational Science.

Session 1	Introduction and how to submit for Arkansas state occupational therapy co
Session 2	History of the philosophy of science
Session 3	Theories, models, and relative quantitative and qualitative research and mixed methods
Session 4	OT Theories and models in the US
Session 5	OT Theories and frame of reference
Session 6	OT Theories and frame of reference
Session 7	Theories derived from occupational therapy behavior perspectives
Session 8	Theories derived from occupational therapy behavior perspectives
Session 9	Theories derived from rehab perspective
Session 10	Theories derived from rehab perspective
Session 11	Theories derived from infant and child development perspectives
Session 12	Theories derived from infant and child development perspectives
Session 13	Theories derived from learning perspectives
Session 14	Theories derived from learning perspectives
Session 15	Final Examination

Code #

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course** (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

OTD 5101

2. 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).

Level 1 Fieldwork: Adults

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.
Practicum.

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?
Standard Letter

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

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)
No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.
Integrate and apply knowledge in a clinical setting. Level I experiences will relate to occupational therapy service delivery for adults. Will be under the supervision of related professionals in a variety of practice environments to enhance student understanding.

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?
Admission to OTD program

b. Why?
Selective OTD program admission

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

10. Contact Person (Name, Email Address, Phone Number)
Susan Hanrahan, PhD, PT
Arkansas State University – Jonesboro
870-972-3112
hanrahan@astate.edu

11. Proposed Starting Term/Year
Fall / 2015

12. Is this course in support of a new program? Yes
If yes, what program?
OCCUPATIONAL THERAPY DOCTORATE PROGRAM (OTD)

13. Does this course replace a course being deleted? No
If yes, what course?

Enter text...

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

1. Participate in experiences in a setting that enriches didactic coursework through directed observation.
2. Participation in selected aspects of the occupational therapy process.
3. Identify the impact of pathology, impairment, functional limitations and disability on occupational performance.
4. Identify the roles of those in service provision.
5. Recognize the various professions involved in health and human services.
6. Apply knowledge learned in the curriculum to the professional practice setting.
7. Develop comfort and skill in interviewing clients and communicate with others.
8. Demonstrate appreciation for clients and populations of diverse backgrounds.
9. Communicate relevant observations through oral and written means of incorporating professional terminology.

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.

Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013.)

c. Student population served.

Students admitted to OTD program

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

Doctoral entry level course as per accreditation guidelines

16. 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.)

Students complete Level I fieldwork placements in many clinical and community based and medical settings. These include but are not limited to day care centers, schools, neighborhood centers, hospitals, clinics, rehabilitation clinics, outpatient practices, home care, homeless shelters, jails, and community centers. Level I fieldwork may also include services management and administrative experiences in occupational therapy settings, community agencies, or environmental analysis experiences. Populations may include disabled or well populations, age specific or diagnosis related clients. This first fieldwork experience is with adults, or with related agencies or governmental settings.

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Fieldwork will be accomplished by doing one full week at a site, or by participating 4 hours per week for 10 weeks at one or more sites.

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

Clinical/site visitations

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Supported by OTD faculty; No additional classroom space is needed.

20. What is the primary intended learning goal for students enrolled in this course?

Demonstration of adult based OT skills in a clinical environment.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

No text required.

b. Number of pages of reading required per week: 10

c. Number of pages of writing required over the course of the semester: 2

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)

Participate in various aspects of the clinical environment..

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

Observe and evaluate cultural sensitivity, interdisciplinary teams, practice frameworks, etc.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Student evaluation of fieldwork experience tool. (Attached to syllabi.)

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Participate in orientation procedures of clinical facility.

Learning Activity:

Evaluate orientation list relative to adequacy, organization, and timeliness.

Assessment Tool:

Student evaluation by fieldwork experience tool. (Attached to syllabi.)

Outcome #3:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

- Minimally
- Indirectly
- Directly

b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

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1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

OTD 5101

Level I Fieldwork: Adults

Integrate and apply knowledge in a clinical setting. Level I experiences will relate to occupational therapy service delivery for adults. Will be under the supervision of related professionals in a variety of practice environments to enhance student understanding.

**ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
PROGRAM IN OCCUPATIONAL THERAPY
OCCUPATIONAL THERAPY DOCTORATE PROGRAM**

Course Number & Title OTD 5101 Level 1 Fieldwork: Adults

Credit Hours: 1 semester hour (equivalent of 40 hours) This will be accomplished by doing one full week at a site, or by participating 4 hours per week for 10 weeks at one or more sites.

PLACEMENT: Semester Two, Fall, Year One

FACULTY: TBA

COURSE DESCRIPTION: Level 1 fieldwork is essential in allowing a student to integrate and apply knowledge and understanding from coursework in a real life setting, it is practice in context and learning by doing. This is the first of many Level I learning experiences to support the didactic and laboratory coursework of the student. Level I experiences are integral to the curricular design and include direct observation and participation in selected aspects of care. Level I experiences may relate to occupational therapy service delivery, or may be under the supervision of related professionals in a variety of practice environments to enhance student understanding.

Students complete Level 1 fieldwork placements in many clinical and community based

and medical settings. These include but are not limited to day care centers, schools, neighborhood centers, hospitals, clinics, rehabilitation clinics, outpatient practices, home care, homeless shelters, jails, and community centers. Level I fieldwork may also include services management and administrative experiences in occupational therapy settings, community agencies, or environmental analysis experiences. Populations may include disabled or well populations, age specific or diagnosis related clients. This first fieldwork experience is with adults, or with related agencies or governmental settings.

STUDENT LEARNER OUTCOMES: Upon completion of this course, the student learner will have been given the opportunity to:

1. Participate in experiences in a setting that enriches didactic coursework through directed observation.
2. Participation in selected aspects of the occupational therapy process.
3. Identify the impact of pathology, impairment, functional limitations and disability on occupational performance.
4. Identify the roles of those in service provision.
5. Recognize the various professions involved in health and human services.
6. Apply knowledge learned in the curriculum to the professional practice setting.
7. Develop comfort and skill in interviewing clients and communicate with others.
8. Demonstrate appreciation for clients and populations of diverse backgrounds.
9. Communicate relevant observations through oral and written means of incorporating professional terminology.

EVALUATION STRATEGIES:

25% Student evaluation of fieldwork experience

50% Level I Fieldwork Student Evaluation (to be completed by supervisor) including the rating categories

- Professional Behavior
- Roles and responsibilities
- Professional reasoning
- Participation in supervisory process
- Observation skills
- Verbal and interprofessional communication
- Interpersonal skills
- Ethics
- Values
- Teamwork

25% Occupational Profile

Please see the attached SEFWE (Student Evaluation of Fieldwork Experience) that will be used with this course.

TEXTBOOKS REQUIRED:

Sladyk, K (2004) *The Successful Occupational Therapy Fieldwork Student*. Slack, Inc.

COURSE POLICIES:

1. The College of Nursing and Health Professions values academic integrity. An Honor Code is used within the College and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the department specific handbooks. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.
2. Assignments should be submitted by the due date. Late Assignments will not be accepted unless an exception is negotiated with the Instructor prior to the assignment due date.
3. Classes are mandatory and must be attended. Participation is required and evaluated.
4. ALL official communication, notices or announcements will be sent through the student's ASU EMAIL account ONLY. The student is accountable for checking this account on a regular basis (daily or every other day) and is accountable for all official communication. It is the student's responsibility to keep the email account viable, enabled to receive email transmissions and blackboard access on a daily basis.

Access BlackboardLearn: Course Documents/ Information at course website for additional resources and guidelines. Also, see downloads available from Information Technology Services (ITS) for the use of BlackboardLearn.

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Instructions to the Student:

Complete this STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE) form before your final meeting with your fieldwork supervisor(s). It is imperative that you review the form with your supervisor and that both parties sign on page 1. Copy the form so that a copy remains at the site and a copy is forwarded to your Academic Fieldwork Coordinator at your educational program. This information may be reviewed by future students as well. The evaluation of the student (FWPE) should be reviewed first, followed by the student's evaluation of the fieldwork experience (SEFWE), allowing the student to be honest and constructive.

Fieldwork Site _____ Site Code _____

Address _____

Placement Dates: from _____ to _____

Order of Placement: First Second Third Fourth

Living Accommodations: *(include type, cost, location, condition)*

Public transportation in the area:

Please write your e-mail address here if you don't mind future students contacting you to ask you about your experience at this site: _____

We have mutually shared and clarified this Student Evaluation of the Fieldwork Experience report.

Student's Signature

FW Educator's Signature

Student's Name *(Please Print)*

FW Educator's Name and credentials *(Please Print)*

FW Educator's years of experience _____

ORIENTATION

Indicate your view of the orientation by *checking* "Satisfactory" (S) or "Needs Improvement" (I) regarding the three factors of adequacy, organization, and timeliness.

TOPIC	Adequate		Organized		Timely		NA
	S	I	S	I	S	I	
1. Site-specific fieldwork objectives							
2. Student supervision process							
3. Requirements/assignments for students							
4. Student schedule (daily/weekly/monthly)							
5. Staff introductions							
6. Overview of physical facilities							
7. Agency/Department mission							
8. Overview of organizational structure							
9. Services provided by the agency							
10. Agency/Department policies and procedures							
11. Role of other team members							
12. Documentation procedures							
13. Safety and emergency procedures							
14. Confidentiality/HIPAA							
15. OSHA—Standard precautions							
16. Community resources for service recipients							
17. Department model of practice							
18. Role of occupational therapy services							
19. Methods for evaluating OT services							
20. Other							

Comments or suggestions regarding your orientation to this fieldwork placement:

CASELOAD

List approximate number of each age category in your caseload.

Age	Number
0–3 years old	
3–5 years old	
6–12 years old	
13–21 years old	
22–65 years old	
> 65 years old	

List approximate number of each primary condition/problem/diagnosis in your caseload

Condition/Problem	Number

OCCUPATIONAL THERAPY PROCESS

Indicate the approximate number of screenings/evaluations you did; also indicate their value to your learning experience by *circling* the appropriate number with #1 being least valuable and #5 being the most valuable.

	REQUIRED		HOW MANY	EDUCATIONAL VALUE				
	Yes	No		1	2	3	4	5
1. Client/patient screening				1	2	3	4	5
2. Client/patient evaluations (Use specific names of evaluations)								
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
3. Written treatment/care plans				1	2	3	4	5
4. Discharge summary				1	2	3	4	5

List major therapeutic interventions frequently used and indicate whether it was provided in group, individually, Co-Treatment, or consultation. List other professionals involved.

Therapeutic Interventions	Individual	Group	Co-Tx	Consultation
Occupation-based activity, i.e., play, shopping, ADL, IADL, work, school activities, etc. (within client's own context with his or her goals)				
1.				
2.				
3.				
4.				
Purposeful activity (therapeutic context leading to occupation)				
1.				
2.				
3.				
4.				

Other (list)	1	2	3	4	5
ASPECTS OF THE ENVIRONMENT	1 = Rarely 2 = Occasionally 3 = Frequently 4 = Consistently				
	1	2	3	4	
Staff and administration demonstrated cultural sensitivity					
The Practice Framework was integrated into practice					
Student work area/supplies/equipment were adequate					
Opportunities to collaborate with and/or supervise OTs, OTAs, and/or aides					
Opportunities to network with other professionals					
Opportunities to interact with other OT students					
Opportunities to interact with students from other disciplines					
Staff used a team approach to care					
Opportunities to observe role modeling of therapeutic relationships					
Opportunities to expand knowledge of community resources					
Opportunities to participate in research					
Additional educational opportunities (<i>specify</i>):					
How would you describe the pace of this setting? (circle one)	Slow	Med	Fast		
Types of documentation used in this setting:					
Ending student caseload expectation: _____ # of clients per week or day					
Ending student productivity expectation: _____ % per day (direct care)					

SUPERVISION

What was the primary model of supervision used? (check one) <ul style="list-style-type: none"> <input type="checkbox"/> one supervisor : one student <input type="checkbox"/> one supervisor : group of students <input type="checkbox"/> two supervisors : one student <input type="checkbox"/> one supervisor : two students <input type="checkbox"/> distant supervision (primarily off-site) <input type="checkbox"/> three or more supervisors : one student (count person as supervisor if supervision occurred at least weekly)
--

List fieldwork educators who participated in your learning experience.

Name	Credentials	Frequency	Individual	Group
1.				
2.				
3.				
4.				
5.				

ACADEMIC PREPARATION

Rate the relevance and adequacy of your academic coursework relative to the needs of **THIS** fieldwork placement, *circling* the appropriate number. (Note: may attach own course number)

	Adequacy for Placement					Relevance for Placement				
	Low				High	Low				High
Anatomy and Kinesiology	1	2	3	4	5	1	2	3	4	5
Neurodevelopment	1	2	3	4	5	1	2	3	4	5
Human development	1	2	3	4	5	1	2	3	4	5
Evaluation	1	2	3	4	5	1	2	3	4	5
Intervention planning	1	2	3	4	5	1	2	3	4	5
Interventions (individual, group, activities, methods)	1	2	3	4	5	1	2	3	4	5
Theory	1	2	3	4	5	1	2	3	4	5
Documentation skills	1	2	3	4	5	1	2	3	4	5
Leadership	1	2	3	4	5	1	2	3	4	5
Professional behavior and communication	1	2	3	4	5	1	2	3	4	5
Therapeutic use of self	1	2	3	4	5	1	2	3	4	5
Level I fieldwork	1	2	3	4	5	1	2	3	4	5
Program development	1	2	3	4	5	1	2	3	4	5

What were the strongest aspects of your academic program relevant to preparing you for THIS Level II fieldwork experience? Indicate your top 5.

<input type="checkbox"/> Informatics	<input type="checkbox"/> Occ. as Life Org	<input type="checkbox"/> A & K	<input type="checkbox"/> Foundations	<input type="checkbox"/> Level I FW
<input type="checkbox"/> Pathology	<input type="checkbox"/> Neuro	<input type="checkbox"/> Administration	<input type="checkbox"/> Theory	<input type="checkbox"/> Peds electives
<input type="checkbox"/> Env. Competence	<input type="checkbox"/> Research courses	<input type="checkbox"/> Prog design/eval	<input type="checkbox"/> Consult/collab	<input type="checkbox"/> Older adult elect.
<input type="checkbox"/> Interventions	<input type="checkbox"/> Evaluations	<input type="checkbox"/> Adapting Env	<input type="checkbox"/> Human comp.	<input type="checkbox"/> Community elect.
<input type="checkbox"/> Social Roles	<input type="checkbox"/> History	<input type="checkbox"/> Occupational Sci	<input type="checkbox"/> Other:	

What changes would you recommend in your academic program relative to the needs of **THIS** Level II fieldwork experience?

SUMMARY

	1 = Strongly disagree 2 = Disagree 3 = No Opinion 4 = Agree 5 = Strongly agree				
	1	2	3	4	5
Expectations of fieldwork experience were clearly defined					
Expectations were challenging but not overwhelming					
Experiences supported student's professional development					
Experiences matched student's expectations					

What particular qualities or personal performance skills do you feel that a student should have to function successfully on this fieldwork placement?

What advice do you have for future students who wish to prepare for this placement?

- Study the following evaluations:

- Study the following intervention methods:

- Read up on the following in advance:

Overall, what changes would you recommend in this Level II fieldwork experience?

Please feel free to add any further comments, descriptions, or information concerning your fieldwork at this center.

Indicate the number that seems descriptive of each fieldwork educator. Please make a copy of this page for each individual.

1 = Strongly Disagree
 2 = Disagree
 3 = No opinion
 4 = Agree
 5 = Strongly agree

FIELDWORK EDUCATOR

NAME: _____

FIELDWORK EDUCATOR YEARS OF EXPERIENCE: _____

1 2 3 4 5

Provided ongoing positive feedback in a timely manner					
Provided ongoing constructive feedback in a timely manner					
Reviewed written work in a timely manner					
Made specific suggestions to student to improve performance					
Provided clear performance expectations					
Sequenced learning experiences to grade progression					
Used a variety of instructional strategies					
Taught knowledge and skills to facilitate learning and challenge student					
Identified resources to promote student development					
Presented clear explanations					
Facilitated student's clinical reasoning					
Used a variety of supervisory approaches to facilitate student performance					
Elicited and responded to student feedback and concerns					
Adjusted responsibilities to facilitate student's growth					
Supervision changed as fieldwork progressed					
Provided a positive role model of professional behavior in practice					
Modeled and encouraged occupation-based practice					
Modeled and encouraged client-centered practice					
Modeled and encouraged evidence-based practice					

Frequency of meetings/types of meetings with supervisor (value/frequency):

General comments on supervision: _____

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

OTD 5123

2. 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).

Practice 3: Pediatrics

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.
Lecture and lab.

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

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

Focus on types of reasoning used by OTs is continued with pediatric focus. In addition to the clinical reasoning domains investigated in occupational therapy (procedural, conditional interactive), the pervasive use of narrative reasoning across society will be delineated.

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?

Admission to OTD program

b. Why?

Selective OTD program admission

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

Spring, Year 1.

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

Susan Hanrahan, PhD, PT

Arkansas State University – Jonesboro

870-972-3112

hanrahan@astate.edu

11. Proposed Starting Term/Year

Spring / 2016

12. Is this course in support of a new program? Yes

If yes, what program?

OCCUPATIONAL THERAPY DOCTORATE PROGRAM (OTD)

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

If yes, what course?

Enter text...

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

As it relates to pediatrics:

1. Apply clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed.
2. 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.
3. Evaluation of occupational performance using standardized and non-standardized assessment.
4. Educate using 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.
5. Evaluate using 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).
6. Evaluate performance patterns (e.g. habits, routines, rituals and roles).
7. Evaluate context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical and social).
8. Evaluate performance skills, including motor and praxis skills, sensory-perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills.
9. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments as part of the therapeutic process in both individual and group interaction.
10. Apply the principles of the teaching-learning process using educational methods to design experiences to address the needs of the client, family, significant others, communities, colleagues, other health providers, and the public.
11. Delineate the practice sites in pediatrics including but not limited to ICU, preschools, hospitals, early intervention centers, schools, home, church, and leisure settings.
12. Discuss family centered care and the naturally occurring environment as related to pediatrics.
13. Apply concepts of cultural competence to assessment and intervention in pediatrics.

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.

Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013.)

c. Student population served.

Students admitted to OTD program

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

Doctoral entry level course as per accreditation guidelines

16. 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.)

Session 1	Conditions in pediatrics 1
Session 2	Conditions in pediatrics 2
Session 3	Observation and Family Interview
Session 4	Observation and Teacher or other provider interview
Session 5	Personal factors in clinical reasoning in pediatrics
Session 6	Contextual factors in clinical reasoning in pediatrics
Session 7	Occupational factors in clinical reasoning in pediatrics
Session 8	Case review
Session 9	Case review
Session 10	Treatment planning
Session 11	Treatment planning
Session 12	Billing
Session 13	Documentation
Session 14	Referral
Session 15	Examination

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Lecture, guided discussion, independent library research, assigned and self-selected readings, oral and written assignments, midterm and final examination.

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

None

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Supported by OT faculty; No additional classroom space needed.

20. What is the primary intended learning goal for students enrolled in this course?

Application of clinical reasoning and OT evaluation as it pertains to the pediatric population.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Required Texts:

Case-Smith, J. (Ed.) (2nd Ed.) (2009) Pediatric Occupational Therapy and Early Intervention. New York: Butterworth-Heinemann.

Cole, MB, Donahue, MN (2011). Social Participation In Occupational Contexts: in Schools, Clinics and Communities. Thorofare, NJ: Slack.

Fitzgerald, HE, Lester, BM, Yognen, MW (2007). Theory and Research in Behavioral Pediatrics. Springer.

Grave, ME & Walsh, DJ (1998). Studying Children in Context. Thousand Oaks, CA: Sage.

Lynch, EW & Hanson, MJ (2011). Developing Cross Cultural Competence: a Guide To Working with Young Children and Their Families. Baltimore, MD: Brooks Publishing.

Supplemental Textbooks (Optional):

Boyt, B.A. and Schell, J.W. (2008). Clinical and Professional Reasoning in Occupational Therapy. Philadelphia: Lippincott, Williams and Wilkins..

b. Number of pages of reading required per week: 20

c. Number of pages of writing required over the course of the semester: 5

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)

Apply clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

Case review of pediatric discussion on blackboard.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Grading rubric specific to pediatrics competencies.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Apply concepts of cultural competence to assessment and intervention in pediatrics.

Learning Activity:

In class group project to evaluate clinical scenarios and present summary analysis to include cultural assessment class.

Assessment Tool:

Grading rubric for group participation and for in-class presentation specific to cultural assessment and intervention.

Outcome #3:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

Minimally

Indirectly

Directly

b. Thinking Critically

Minimally

Indirectly

Directly

c. Using Technology

Minimally

Indirectly

Directly

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

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3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

OTD 5123

Practice 3: Pediatrics

Focus on types of reasoning used by OTs will be continued with pediatric focus. In addition to the clinical reasoning domains investigated in occupational therapy (procedural, conditional interactive), the pervasive use of narrative reasoning across society will be delineated.

**ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
PROGRAM IN OCCUPATIONAL THERAPY
OCCUPATIONAL THERAPY DOCTORATE PROGRAM**

Course Number & Title OTD 5123 Practice 3: Pediatrics

Credit Hours: 3 Semester Credit Hours (3 hrs/week x 15 weeks= 45 clock hrs)

PLACEMENT: Semester three, fall, Spring, Year One

FACULTY: TBA

COURSE DESCRIPTION: Focus on types of reasoning used by OTs is continued with pediatric focus. In addition to the clinical reasoning domains investigated in occupational therapy (procedural, conditional interactive), the pervasive use of narrative reasoning across society will be delineated.

STUDENT LEARNING OUTCOMES:

As it relates to pediatrics:

1. Apply clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed.
2. 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.
3. Evaluation of occupational performance using standardized and non-standardized assessment.
4. Educate using 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.
5. Evaluate using 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).
6. Evaluate performance patterns (e.g. habits, routines, rituals and roles).
7. Evaluate context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical and social).
8. Evaluate performance skills, including motor and praxis skills, sensory-perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills.
9. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments as part of the therapeutic process in both individual and group interaction.
10. Apply the principles of the teaching-learning process using educational methods to design experiences to address the needs of the client, family, significant others, communities, colleagues, other health providers, and the public.
11. Delineate the practice sites in pediatrics including but not limited to ICU, preschools, hospitals, early intervention centers, schools, home, church, and leisure settings.
12. Discuss family centered care and the naturally occurring environment as related to pediatrics.
13. Apply concepts of cultural competence to assessment and intervention in pediatrics.

TEACHING STRATEGIES:

Lecture, guided discussion, independent library research, assigned and self-selected readings, oral and written assignments, midterm and final examination.

EVALUATION STRATEGIES:

(See grading criteria, grading rubrics, & assignments described on Blackboard Learn)

15%	Midterm Exam
15%	Final Exam
10%	Class participation and attendance
10%	Case review
10%	Case review
10%	Treatment Planning
10%	Treatment Planning
10%	Referral
10%	Documentation

Required Texts:

Case-Smith, J. (Ed.) (2nd Ed.) (2009) Pediatric Occupational Therapy and Early Intervention. New York: Butterworth-Heinemann.

Cole, MB, Donahue, MN (2011). Social Participation In Occupational Contexts: in Schools, Clinics and Communities. Thorofare, NJ: Slack.

Fitzgerald, HE, Lester, BM, Yognen, MW (2007). Theory and Research in Behavioral Pediatrics. Springer.

Grave, ME & Walsh, DJ (1998). Studying Children in Context. Thousand Oaks, CA: Sage.

Lynch, EW & Hanson, MJ (2011). Developing Cross Cultural Competence: a Guide To Working with Young Children and Their Families. Baltimore, MD: Brooks Publishing.

Supplemental Textbooks (Optional):

Boyt, B.A. and Schell, J.W. (2008). Clinical and Professional Reasoning in Occupational Therapy. Philadelphia: Lippincott, Williams and Wilkins.

COURSE POLICIES:

1. The College of Nursing and Health Professions values academic integrity. An Honor Code is used within the College and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the department specific handbooks. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.
2. Assignments should be submitted by the due date. Late Assignments will not be accepted unless an exception is negotiated with the Instructor **prior** to the assignment due date.
3. Classes are mandatory and must be attended. Participation is required and evaluated.
4. ALL official communication, notices or announcements will be sent through the student's ASU EMAIL

account ONLY. The student is accountable for checking this account on a regular basis (daily or every other day) and is accountable for all official communication. It is the student's responsibility to keep the email account viable, enabled to receive email transmissions and blackboard access on a daily basis.

Access BlackboardLearn: Course Documents/ Information at course website for additional resources and guidelines. Also, see downloads available from Information Technology Services (ITS) for the use of BlackboardLearn.

Schedule of Classes OTD 5123 Practice 3: Pediatrics

Session 1	Conditions in pediatrics 1
Session 2	Conditions in pediatrics 2
Session 3	Observation and Family Interview
Session 4	Observation and Teacher or other provider interview
Session 5	Personal factors in clinical reasoning in pediatrics
Session 6	Contextual factors in clinical reasoning in pediatrics
Session 7	Occupational factors in clinical reasoning in pediatrics
Session 8	Case review
Session 9	Case review
Session 10	Treatment planning
Session 11	Treatment planning
Session 12	Billing
Session 13	Documentation
Session 14	Referral
Session 15	Examination

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

OTD 5133

2. 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).

Technology 3: Environment

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.
Lecture and lab.

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

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

Designed around the use of technology and documentation of OT services. Focus on adaption of the environment for given disabilities or limitations, explore the process of adaptation, and build upon the principles of universal design for adaptive processes.

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?

Admission to OTD program

b. Why?

Selective OTD program admission

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

Spring, year 1.

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

Susan Hanrahan, PhD, PT

Arkansas State University - Jonesboro

hanrahan@astate.edu

870-972-3112

11. Proposed Starting Term/Year

Spring / 2016

12. Is this course in support of a new program? Yes

If yes, what program?

OCCUPATIONAL THERAPY DOCTORATE PROGRAM (OTD)

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

If yes, what course?

Enter text...

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

As related to participation in occupation and OT:

1. Compare the theories of adaptation.
2. Define the process of adaptation and relate resilience to the process.
3. Review and discuss universal design.
4. Analyze use of universal design in various settings.
5. Evaluate the literature on the built environment.
6. Evaluate the literature on what makes built environments work.
7. Design and adapt a home environment.
8. Design and adapt a work environment.
9. Design an ergonomically correct workspace.
10. Design a hospice environment for a given client.
11. Explain occupational science theory on space and place.
12. Explain geography theory on space and place.
13. Compare stress, adaptation and environmental design.
14. Design and adapt playgrounds.
15. Design and adapt play space in a home environment.
16. Design and adapt play space in a church environment.
17. Redesign a kitchen for someone with a given condition.
18. Redesign a car or truck for someone with a given condition.
19. Conduct a case study on environment adaptation.
20. Analyze the effects of heritable diseases, genetic condition, disability, trauma, and injury to the physical and mental health and occupational performance of the individual.
21. Explain compensatory strategies including the use of and adaptations to the environment that supports performance, participation and wellbeing.
22. Appraise and adapt the environment, tools, materials, occupations and interventions to reflect the changing needs of the client, the sociocultural context, and technological advances.
23. Describe and apply Easy Street.
24. Describe and apply Car Fit.

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.

Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013.)

c. Student population served.

Students admitted to OTD program

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

Doctoral entry level course as per accreditation guidelines

16. 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.)

Session 1	Course overview
Session 2	Compare the theories of adaptation. Define the process of adaptation and relate resilience to the process
Session 3	Review and discuss universal design Analyze use of universal design in various settings
Session 4	Summarize the literature on the built environment and its effect on human occupation
Session 5	Summarize the literature on what makes built environments work
Session 6	Design an adaptation in a home environment Design an adaptation of a work environment (farm, office, industry, etc.)
Session 7	Design a hospice environment for a given client Explain occupational science theory on space and place Explain geography theory on space and place

Session 8	Explain occupational science theory on space and place Explain geography theory on space and place Compare stress, adaptation and environmental design
Session 9	Design and adapt playgrounds
Session 10	Design and adapt play space in a home environment
Session 11	Design and adapt play space in a church environment
Session 12	Redesign a car or truck for someone with a given condition
Session 13	Conduct a case study on environmental adaptation
Session 14	Conduct a case study part 2
Session 15	Final and Presentations of case studies

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
Lecture, guided discussion, assigned readings, oral and written assignments, final project, lab experiences.

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

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
Supported by OT faculty; No additional classroom space required.

20. What is the primary intended learning goal for students enrolled in this course?
Application of environmental design and adaptation for given patient conditions.

21. Reading and writing requirements:
a. Name of book, author, edition, company and year

Required Texts:

Christensen, MA (1990). Aging in the designed environment. NY: Haworth Press

Day, C (2003). Places of the soul: Architecture and Environmental Design as a Healing Art (2nd Edition). Taylor & Francis.

Gester, WM, Kearns, RA (2002). Culture/place/health. London: Routledge.

Seaman, D. (1993). Dwelling, seeing and designing: Toward a phenomenological ecology. Albany, NY: Albany State Press.

Tuan, Yi-Fu (1990). Topophilia: A study of Environment, Perception, Attitudes and Values. New York: Columbia University Press.

b. Number of pages of reading required per week: 35
c. Number of pages of writing required over the course of the semester: 10

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
Compare the theories of adaptation.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Class discussion of scenario applying theories of adaptation.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Class participation grading rubric reflecting adaptation theories.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:
Design a workplace environment to allow a client maximal participation in preferred occupation in that setting.

Learning Activity:
Design and adapt a workplace environment for a given client.

Assessment Tool:
Grading rubric to include criteria specific to workplace.

Outcome #3:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

Minimally

Indirectly

Directly

b. Thinking Critically

Minimally

Indirectly

Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

OTD 5133

Technology 3: Environment

Designed around the use of technology and documentation of OT services. Focus on adaption of the environment for given disabilities or limitations, explore the process of adaptation, and build upon the principles of universal design for adaptive processes.

**ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
PROGRAM IN OCCUPATIONAL THERAPY
OCCUPATIONAL THERAPY DOCTORATE PROGRAM**

Course Number & Title OTD 5133 Technology 3: Environment

Credit Hours: 3 Semester Credit Hours (3 hrs/week x 15 weeks= 45 clock hrs)

PLACEMENT: Semester Three, spring, year one

FACULTY:

COURSE DESCRIPTION: This is the third in a sequence of courses designed around the use of technology in the practice and documentation of occupational therapy services. This class focuses upon how to continue to do, or engage in occupation, given adaptation of the environment for given disabilities or limitations, explore the process of adaptation, and build upon the principles of universal design for adaptive processes. Theories of adaptation will be reviewed and applied.

STUDENT LEARNING OUTCOMES:

As related to participation in occupation and occupational therapy:

1. Compare the theories of adaptation.
2. Define the process of adaptation and relate resilience to the process.
3. Review and discuss universal design.
4. Analyze use of universal design in various settings.
5. Evaluate the literature on the built environment.
6. Evaluate the literature on what makes built environments work.
7. Design and adapt a home environment.
8. Design and adapt a work environment.
9. Design an ergonomically correct workspace.
10. Design a hospice environment for a given client.
11. Explain occupational science theory on space and place.
12. Explain geography theory on space and place.
13. Compare stress, adaptation and environmental design.
14. Design and adapt playgrounds.
15. Design and adapt play space in a home environment.
16. Design and adapt play space in a church environment.
17. Redesign a kitchen for someone with a given condition.
18. Redesign a car or truck for someone with a given condition.
19. Conduct a case study on environment adaptation.
20. Analyze the effects of heritable diseases, genetic condition, disability, trauma, and injury to the physical and mental health and occupational performance of the individual.
21. Explain compensatory strategies including the use of and adaptations to the environment that supports performance, participation and wellbeing.

22. Appraise and adapt the environment, tools, materials, occupations and interventions to reflect the changing needs of the client, the sociocultural context, and technological advances.
23. Describe and apply Easy Street.
24. Describe and apply Car Fit.

TEACHING STRATEGIES:

Lecture, guided discussion, assigned readings, oral and written assignments, final project and lab experiences.

EVALUATION STRATEGIES:

(See grading criteria, grading rubrics, & assignments described on Blackboard Learn)

Competency based outcomes measured by:

- 10% adapt a home or hospice environment
- 10% adapt a play environment
- 10% adapt a work environment
- 10% adapt a built environment
- 10% adapt a church environment
- 10% adapt a school environment
- 10% develop a case report on an environmental adaptation
- 10% teach another to use an adapted car or truck
- 10% teach another in how to use adaptive design
- 10% final project

Required Texts:

Christensen, MA (1990). *Aging in the designed environment*. NY: Haworth Press

Day, C (2003). *Places of the soul: Architecture and Environmental Design as a Healing Art* (2nd Edition). Taylor & Francis.

Gester, WM, Kearns, RA (2002). *Culture/place/health*. London: Routledge.

Seaman, D. (1993). *Dwelling, seeing and designing: Toward a phenomenological ecology*. Albany, NY: Albany State Press.

Tuan, Yi-Fu (1990). *Topophilia: A study of environment, perception, attitudes and values*. New York: Columbia University Press.

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2. Assignments should be submitted by the due date. Late Assignments will not be accepted unless an exception is negotiated with the Instructor **prior** to the assignment due date.
3. Classes are mandatory and must be attended. Participation is required and evaluated.
4. **ALL** official communication, notices or announcements will be sent through the student's ASU EMAIL account **ONLY**. The student is accountable for checking this account on a regular basis (daily or every other day) and is accountable for all official communication. It is the student's responsibility to keep the email account viable, enabled to receive email transmissions and blackboard access on a daily basis.

Access BlackboardLearn: Course Documents/ Information at course website for additional resources and guidelines. Also, see downloads available from Information Technology Services (ITS) for the use of BlackboardLearn.

Schedule of Classes OTD 5133 Technology 3: Environment

Session 1	Course overview
Session 2	Compare the theories of adaptation. Define the process of adaptation and relate resilience to the process
Session 3	Review and discuss universal design Analyze use of universal design in various settings
Session 4	Summarize the literature on the built environment and its effect on human Occupation
Session 5	Summarize the literature on what makes built environments work
Session 6	Design an adaptation in a home environment Design an adaptation of a work environment (farm, office, industry, etc.)
Session 7	Design a hospice environment for a given client Explain occupational science theory on space and place Explain geography theory on space and place
Session 8	Explain occupational science theory on space and place Explain geography theory on space and place Compare stress, adaptation and environmental design
Session 9	Design and adapt playgrounds
Session 10	Design and adapt play space in a home environment
Session 11	Design and adapt play space in a church environment
Session 12	Redesign a car or truck for someone with a given condition
Session 13	Conduct a case study on environmental adaptation
Session 14	Conduct a case study part 2
Session 15	Final and Presentations of case studies

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

OTD 5142

2. 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).

Research 2: Descriptive Research

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture.

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

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

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.

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?

Admission to OTD program

b. Why?

Selective OTD program admission

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

Spring, Yr 1.

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

Susan Hanrahan, PhD, PT

Arkansas State University – Jonesboro

870-972-3112

hanrahan@astate.edu

11. Proposed Starting Term/Year

Spring / 2016

12. Is this course in support of a new program? Yes

If yes, what program?

Occupational Therapy Doctorate Program (OTD)

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

If yes, what course?

Enter text...

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? NO

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

1. Critically observe a client, a setting, a group, a work environment in the hospital setting.

2. Document observations using established protocol.

3. Explain how observation is at the core of all occupational therapy assessment and intervention.
4. Differentiate static and dynamic observation.
5. Articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to the profession of occupational therapy.
6. Effectively locate, understand, critique, and evaluate information, including quality of the evidence..
7. Develop competence in using the AOTA website and participate in an evidence based assessment for publication in their system as part of a team.
8. Apply scholarly literature to make evidence-based decisions.
9. Apply theory to make evidence based decisions.
10. Demonstrate an understanding of the process of locating and securing of grants and how grants can serve as a fiscal resource for scholarly activities.
11. Development of an abstract for submission to the Arkansas Occupational Therapy Association annual meeting.
12. Explain the phases of research and the role that observational research and descriptive research plays in development of outcomes research.
13. Explain and critique a research article of choice.
14. Explain the role that professional associations, specialty organizations and the federal government plays in setting guidelines and standards for evidence based practice and protocols.

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.

Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013.)

c. Student population served.

Students admitted to OTD program

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

Doctoral entry level course as per accreditation guidelines

16. 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.)

Session 1	Course overview
Session 2	Intro to descriptive research
Session 3	Complete home, work or church observation
Session 4	Document and analyze observation
Session 5	Obtain and critically appraise a descriptive piece of research
Session 6	Locate and use data from AOTA website regarding descriptive research
Session 7	Midterm
Session 8	Develop a small grant application (less than 5 pages)
Session 9	Develop a conference submission for a poster or a paper presentation
Session 10	Delineate and describe specialty accreditations in occupational therapy
Session 11	Conduct a descriptive analysis of some aspect of Level I fieldwork
Session 12	Class presentations
Session 13	Class presentations
Session 14	Operating guidelines: professional associations, federal government, evidence based practice
Session 15	Final

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Lecture, guided discussion, independent library research, assigned and self-selected readings, oral and written assignments, midterm and final examination in addition to laboratory experiences.

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

Site visitations

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
Supported by OT faculty; No additional classroom space will be needed.

20. What is the primary intended learning goal for students enrolled in this course?
Understand, critique and evaluate descriptive research in OT practice.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Required Texts:

DePoy, E, & Gitlin, LN (2011). Introduction to research: Understanding and applying multiple strategies. St Louis, MO: Elsevier

b. Number of pages of reading required per week: 25

c. Number of pages of writing required over the course of the semester: 20

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)

Develop competence in using AOTA website.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

Evidence based assessment for publication to AOTA.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Analysis by assessment criteria using AOTA criteria.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Differentiate static versus dynamic observation.

Learning Activity:

Compare videotapes in class. One will be a static sample of behavior. The other videotape will be a dynamic sample of behavior. Post online discussion contrasting the two.

Assessment Tool:

Grading rubric using specific criteria for behavior analysis.

Outcome #3:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

- Minimally
- Indirectly
- Directly

b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

OTD 5142

Research 2: 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.

ARKANSAS STATE UNIVERSITY

COLLEGE OF NURSING AND HEALTH PROFESSIONS

PROGRAM IN OCCUPATIONAL THERAPY

OCCUPATIONAL THERAPY DOCTORATE PROGRAM

Course Number & Title OTD 5133 Technology 3: Environment

Credit Hours: 3 Semester Credit Hours (3 hrs/week x 15 weeks= 45 clock hrs)

PLACEMENT: Semester Three, spring, year one

FACULTY:

COURSE DESCRIPTION: This is the third in a sequence of courses designed around the use of technology in the practice and documentation of occupational therapy services. This class focuses upon how to continue to do, or engage in occupation, given adaptation of the environment for given disabilities or limitations, explore the process of adaptation, and build upon the principles of universal design for adaptive processes. Theories of adaptation will be reviewed and applied.

STUDENT LEARNING OUTCOMES:

As related to participation in occupation and occupational therapy:

1. Compare the theories of adaptation.
2. Define the process of adaptation and relate resilience to the process.
3. Review and discuss universal design.
4. Analyze use of universal design in various settings.
5. Evaluate the literature on the built environment.
6. Evaluate the literature on what makes built environments work.
7. Design and adapt a home environment.

8. Design and adapt a work environment.
9. Design an ergonomically correct workspace.
10. Design a hospice environment for a given client.
11. Explain occupational science theory on space and place.
12. Explain geography theory on space and place.
13. Compare stress, adaptation and environmental design.
14. Design and adapt playgrounds.
15. Design and adapt play space in a home environment.
16. Design and adapt play space in a church environment.
17. Redesign a kitchen for someone with a given condition.
18. Redesign a car or truck for someone with a given condition.
19. Conduct a case study on environment adaptation.
20. Analyze the effects of heritable diseases, genetic condition, disability, trauma, and injury to the physical and mental health and occupational performance of the individual.
21. Explain compensatory strategies including the use of and adaptations to the environment that supports performance, participation and wellbeing.
22. Appraise and adapt the environment, tools, materials, occupations and interventions to reflect the changing needs of the client, the sociocultural context, and technological advances.
23. Describe and apply Easy Street.
24. Describe and apply Car Fit.

TEACHING STRATEGIES:

Lecture, guided discussion, assigned readings, oral and written assignments, final project and lab experiences.

EVALUATION STRATEGIES:

(See grading criteria, grading rubrics, & assignments described on Blackboard Learn)

Competency based outcomes measured by:

10% adapt a home or hospice environment

10% adapt a play environment

10% adapt a work environment

10% adapt a built environment

10% adapt a church environment

10% adapt a school environment

10% develop a case report on an environmental adaptation

10% teach another to use an adapted car or truck

10% teach another in how to use adaptive design

10% final project

Required Texts:

Christensen, MA (1990). Aging in the designed environment. NY: Haworth Press

Day, C (2003). Places of the soul: Architecture and Environmental Design as a Healing Art (2nd Edition). Taylor & Francis.

Gester, WM, Kearns, RA (2002). Culture/place/health. London: Routledge.

Seaman, D. (1993). Dwelling, seeing and designing: Toward a phenomenological ecology. Albany, NY: Albany State Press.

Tuan, Yi-Fu (1990). Topophilia: A study of environment, perception, attitudes and values. New York: Columbia University Press.

COURSE POLICIES:

1. The College of Nursing and Health Professions values academic integrity. An Honor Code is used within the College and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the department specific handbooks.
Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.
2. Assignments should be submitted by the due date. Late Assignments will not be accepted unless an exception is negotiated with the Instructor **prior** to the assignment due date.

3. Classes are mandatory and must be attended. Participation is required and evaluated.
4. ALL official communication, notices or announcements will be sent through the student's ASU EMAIL account ONLY. The student is accountable for checking this account on a regular basis (daily or every other day) and is accountable for all official communication. It is the student's responsibility to keep the email account viable, enabled to receive email transmissions and blackboard access on a daily basis.

Access BlackboardLearn: Course Documents/ Information at course website for additional resources and guidelines. Also, see downloads available from Information Technology Services (ITS) for the use of BlackboardLearn.

Schedule of Classes OTD 5133 Technology 3: Environment

Session 1	Course overview
Session 2	Compare the theories of adaptation. Define the process of adaptation and relate resilience to the process
Session 3	Review and discuss universal design Analyze use of universal design in various settings
Session 4	Summarize the literature on the built environment and its effect on human Occupation
Session 5	Summarize the literature on what makes built environments work
Session 6	Design an adaptation in a home environment Design an adaptation of a work environment (farm, office, industry, etc.)
Session 7	Design a hospice environment for a given client Explain occupational science theory on space and place Explain geography theory on space and place
Session 8	Explain occupational science theory on space and place Explain geography theory on space and place

	Compare stress, adaptation and environmental design
Session 9	Design and adapt playgrounds
Session 10	Design and adapt play space in a home environment
Session 11	Design and adapt play space in a church environment
Session 12	Redesign a car or truck for someone with a given condition
Session 13	Conduct a case study on environmental adaptation
Session 14	Conduct a case study part 2
Session 15	Final and Presentations of case studies

Code #

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course** (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

ENTER DATE...

Department Curriculum Committee Chair

ENTER DATE...

COPE Chair (if applicable)

ENTER DATE...

Department Chair:

ENTER DATE...

General Education Committee Chair (If applicable)

ENTER DATE...

College Curriculum Committee Chair

ENTER DATE...

Undergraduate Curriculum Council Chair

ENTER DATE...

College Dean

ENTER DATE...

Graduate Curriculum Committee Chair

ENTER DATE...

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

OTD 5151

2. 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).

Level 1 Fieldwork: Pediatrics

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Internship

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?
Standard Letter

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

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)
No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.
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 pediatrics related organizations.

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?
Admission to OTD program

b. Why?
Selective OTD program admission

9. Course frequency (e.g. Fall, Spring, Summer). Not applicable to Graduate courses.
Spring, year 1.

10. Contact Person (Name, Email Address, Phone Number)
Susan Hanrahan, Ph.D., PT
Arkansas State University – Jonesboro
hanrahan@astate.edu
870-972-3112

11. Proposed Starting Term/Year
Spring / 2016

12. Is this course in support of a new program? Yes
If yes, what program?
OCCUPATIONAL THERAPY DOCTORATE PROGRAM (OTD)

13. Does this course replace a course being deleted? No
If yes, what course?

Enter text...

Has this course number been used in the past? No
Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No
If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

1. Participate in experiences in a pediatric setting that enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.
2. Identify the impact of pathology, impairment, functional limitations and disability on occupational performance.
3. Identify the roles of those in service provision.
4. Recognize the various professions involved in health and human services.
5. Apply knowledge learned in the curriculum to the professional practice setting.
6. Develop comfort and skill in interviewing clients and communicate with others.
7. Demonstrate appreciation for clients and populations of diverse backgrounds.
8. Communicate relevant observations through oral and written means of incorporating professional terminology.

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.

Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013.)

c. Student population served.

Students admitted to OTD program

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

Doctoral entry level course as per accreditation guidelines

16. 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.)

This is a fieldwork/internship course.

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Fieldwork - (equivalent of 40 hours) This may be accomplished by doing one full week at a site, or by participating 4 hours per week for 10 weeks.

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

See #16 & 17.

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Supported by OT faculty.

20. What is the primary intended learning goal for students enrolled in this course?

Application of OT skills as it relates to the pediatric population in a clinical environment.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

TEXTBOOKS REQUIRED:

Sladyk, K (2004) The Successful Occupational Therapy Fieldwork Student. Slack, Inc.

Rodger, S (2013). Occupation Centered Practice With Children: a Practical Guide for Occupational Therapy. Malden, MA: John Wiley & Sons

Semmler, CJ (1990). Early Occupational Therapy Intervention: Neonates to Three Years. Gaithersburg, MD: Aspen

b. Number of pages of reading required per week: 5

c. Number of pages of writing required over the course of the semester: 0

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)

Evaluate various aspects of the OT clinical environment in pediatric settings..

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

Observe and evaluate interdisciplinary teams.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Student evaluation tool of fieldwork experience. (attached).

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Participate in orientation procedures of clinical facility.

Learning Activity:

Evaluate orientation list relative to adequacy, organization, and timeliness..

Assessment Tool:

Student evaluation tool of fieldwork experience (attached.)

Outcome #3:

Learning Activity:

Assessment Tool:

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

- a. Global Awareness

- Minimally
 - Indirectly
 - Directly
- b. Thinking Critically
- Minimally
 - Indirectly
 - Directly
- c. Using Technology
- Minimally
 - Indirectly
 - Directly

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

OTD 5151

Level I Fieldwork: Pediatrics

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 pediatrics related organizations.

**ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
PROGRAM IN OCCUPATIONAL THERAPY
OCCUPATIONAL THERAPY DOCTORATE PROGRAM**

Course Number & Title OTD 5151 Level 1 Fieldwork: Pediatrics

Credit Hours: 1 semester hour (equivalent of 40 hours) This may be accomplished by doing one full week at a site, or by participating 4 hours per week for 10 weeks

PLACEMENT: Semester three, Spring, Year One

FACULTY: TBA

COURSE DESCRIPTION: Level 1 fieldwork is essential in allowing a student to integrate and apply knowledge and understanding from coursework in a real life setting, it is practice in the content of learning by doing. Level I fieldwork experiences may be related to occupational therapy service delivery, or may be under the supervision of related professionals in a variety of practice environments to enhance student understanding.

Students complete Level 1 fieldwork placements in many clinical and community based and medical settings. These include, but are not limited to, day care centers, schools, neighborhood centers, hospitals, clinics, rehabilitation clinics, outpatient practices, home care, homeless shelters, jails, and community centers. Level 1 fieldwork may also include services management and administrative experiences in occupational therapy settings, community agencies, or environmental analysis experiences. Populations may include disabled or well populations, age specific or diagnosis related clients. This fieldwork experience is in pediatrics or pediatric related organizations, agencies or governmental settings.

STUDENT LEARNER OUTCOMES: Upon completion of this course, the student learner will have been given the opportunity to:

1. Participate in experiences in a **pediatric** setting that enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.
2. Identify the impact of pathology, impairment, functional limitations and disability on occupational performance.
3. Identify the roles of those in service provision.
4. Recognize the various professions involved in health and human services.
5. Apply knowledge learned in the curriculum to the professional practice setting.
6. Develop comfort and skill in interviewing clients and communicate with others.
7. Demonstrate appreciation for clients and populations of diverse backgrounds.
8. Communicate relevant observations through oral and written means of incorporating professional terminology.

EVALUATION STRATEGIES:

- 25% Student evaluation of fieldwork experience
- 50% Level I Fieldwork Student Evaluation (to be completed by supervisor) including the rating categories
- Professional Behavior
 - Roles and responsibilities
 - Professional reasoning
 - Participation in supervisory process
 - Observation skills
 - Verbal and interprofessional communication
 - Interpersonal skills
 - Ethics
 - Values
 - Teamwork
- 25% Occupational Profile

TEXTBOOKS REQUIRED:

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STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Instructions to the Student:

Complete this STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE) form before your final meeting with your fieldwork supervisor(s). It is imperative that you review the form with your supervisor and that both parties sign on page 1. Copy the form so that a copy remains at the site and a copy is forwarded to your Academic Fieldwork Coordinator at your educational program. This information may be reviewed by future students as well. The evaluation of the student (FWPE) should be reviewed first, followed by the student's evaluation of the fieldwork experience (SEFWE), allowing the student to be honest and constructive.

Fieldwork Site _____ Site Code _____

Address _____

Placement Dates: from _____ to _____

Order of Placement: First Second Third Fourth

Living Accommodations: *(include type, cost, location, condition)*

Public transportation in the area:

Please write your e-mail address here if you don't mind future students contacting you to ask you about your experience at this site: _____

We have mutually shared and clarified this Student Evaluation of the Fieldwork Experience report.

Student's Signature

FW Educator's Signature

Student's Name *(Please Print)*

FW Educator's Name and credentials *(Please Print)*

FW Educator's years of experience _____

ORIENTATION

Indicate your view of the orientation by *checking* "Satisfactory" (S) or "Needs Improvement" (I) regarding the three factors of adequacy, organization, and timeliness.

TOPIC	Adequate		Organized		Timely		NA
	S	I	S	I	S	I	
1. Site-specific fieldwork objectives							
2. Student supervision process							
3. Requirements/assignments for students							
4. Student schedule (daily/weekly/monthly)							
5. Staff introductions							
6. Overview of physical facilities							
7. Agency/Department mission							
8. Overview of organizational structure							
9. Services provided by the agency							
10. Agency/Department policies and procedures							
11. Role of other team members							
12. Documentation procedures							
13. Safety and emergency procedures							
14. Confidentiality/HIPAA							
15. OSHA—Standard precautions							
16. Community resources for service recipients							
17. Department model of practice							
18. Role of occupational therapy services							
19. Methods for evaluating OT services							
20. Other							

Comments or suggestions regarding your orientation to this fieldwork placement:

CASELOAD

List approximate number of each age category in your caseload.

Age	Number
0–3 years old	
3–5 years old	
6–12 years old	
13–21 years old	
22–65 years old	
> 65 years old	

List approximate number of each primary condition/problem/diagnosis in your caseload

Condition/Problem	Number

OCCUPATIONAL THERAPY PROCESS

Indicate the approximate number of screenings/evaluations you did; also indicate their value to your learning experience by *circling* the appropriate number with #1 being least valuable and #5 being the most valuable.

	REQUIRED		HOW MANY	EDUCATIONAL VALUE				
	Yes	No		1	2	3	4	5
1. Client/patient screening				1	2	3	4	5
2. Client/patient evaluations <i>(Use specific names of evaluations)</i>								
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
3. Written treatment/care plans				1	2	3	4	5
4. Discharge summary				1	2	3	4	5

List major therapeutic interventions frequently used and indicate whether it was provided in group, individually, Co-Treatment, or consultation. List other professionals involved.

Therapeutic Interventions	Individual	Group	Co-Tx	Consultation
Occupation-based activity, i.e., play, shopping, ADL, IADL, work, school activities, etc. (within client's own context with his or her goals)				
1.				
2.				
3.				
4.				
Purposeful activity (therapeutic context leading to occupation)				
1.				
2.				
3.				
4.				

Preparatory methods, i.e., sensory, PAMs, splinting, exercise, etc. (preparation for occupation-based activity)				
1.				
2.				
3.				
4.				

THEORY—FRAMES OF REFERENCE—MODELS OF PRACTICE

Indicate frequency of theory/frames of reference used

	Never	Rarely	Occasionally	Frequently
Model of Human Occupation				
Occupational Adaptation				
Ecology of Human Performance				
Person–Environment–Occupation Model				
Biomechanical Frame of Reference				
Rehabilitation Frame of Reference				
Neurodevelopmental Theory				
Sensory Integration				
Behaviorism				
Cognitive Theory				
Cognitive Disability Frame of Reference				
Motor Learning Frame of Reference				
Other (list)				

FIELDWORK ASSIGNMENTS

List the types of assignments required of you at this placement (check all that apply), and indicate their educational value (1 = not valuable ----- 5 = very valuable)

Case study applying the Practice Framework	1	2	3	4	5	N/A
Evidence-based practice presentation:	1	2	3	4	5	N/A
Topic:						
Revision of site-specific fieldwork objectives	1	2	3	4	5	N/A
Program development	1	2	3	4	5	N/A
Topic:						
In-service/presentation	1	2	3	4	5	N/A
Topic:						
Research	1	2	3	4	5	N/A
Topic:						

Other (list)	1	2	3	4	5
ASPECTS OF THE ENVIRONMENT	1 = Rarely 2 = Occasionally 3 = Frequently 4 = Consistently				
	1	2	3	4	
Staff and administration demonstrated cultural sensitivity					
The Practice Framework was integrated into practice					
Student work area/supplies/equipment were adequate					
Opportunities to collaborate with and/or supervise OTs, OTAs, and/or aides					
Opportunities to network with other professionals					
Opportunities to interact with other OT students					
Opportunities to interact with students from other disciplines					
Staff used a team approach to care					
Opportunities to observe role modeling of therapeutic relationships					
Opportunities to expand knowledge of community resources					
Opportunities to participate in research					
Additional educational opportunities (<i>specify</i>):					
How would you describe the pace of this setting? (circle one)	Slow	Med	Fast		
Types of documentation used in this setting:					
Ending student caseload expectation: _____ # of clients per week or day					
Ending student productivity expectation: _____ % per day (direct care)					

SUPERVISION

What was the primary model of supervision used? (check one)

one supervisor : one student
 one supervisor : group of students
 two supervisors : one student
 one supervisor : two students
 distant supervision (primarily off-site)
 three or more supervisors : one student (count person as supervisor if supervision occurred at least weekly)

List fieldwork educators who participated in your learning experience.

Name	Credentials	Frequency	Individual	Group
1.				
2.				
3.				
4.				
5.				

ACADEMIC PREPARATION

Rate the relevance and adequacy of your academic coursework relative to the needs of **THIS** fieldwork placement, *circling* the appropriate number. (Note: may attach own course number)

	Adequacy for Placement					Relevance for Placement				
	Low				High	Low				High
Anatomy and Kinesiology	1	2	3	4	5	1	2	3	4	5
Neurodevelopment	1	2	3	4	5	1	2	3	4	5
Human development	1	2	3	4	5	1	2	3	4	5
Evaluation	1	2	3	4	5	1	2	3	4	5
Intervention planning	1	2	3	4	5	1	2	3	4	5
Interventions (individual, group, activities, methods)	1	2	3	4	5	1	2	3	4	5
Theory	1	2	3	4	5	1	2	3	4	5
Documentation skills	1	2	3	4	5	1	2	3	4	5
Leadership	1	2	3	4	5	1	2	3	4	5
Professional behavior and communication	1	2	3	4	5	1	2	3	4	5
Therapeutic use of self	1	2	3	4	5	1	2	3	4	5
Level I fieldwork	1	2	3	4	5	1	2	3	4	5
Program development	1	2	3	4	5	1	2	3	4	5

What were the strongest aspects of your academic program relevant to preparing you for THIS Level II fieldwork experience? Indicate your top 5.

<input type="checkbox"/> Informatics	<input type="checkbox"/> Occ. as Life Org	<input type="checkbox"/> A & K	<input type="checkbox"/> Foundations	<input type="checkbox"/> Level I FW
<input type="checkbox"/> Pathology	<input type="checkbox"/> Neuro	<input type="checkbox"/> Administration	<input type="checkbox"/> Theory	<input type="checkbox"/> Peds electives
<input type="checkbox"/> Env. Competence	<input type="checkbox"/> Research courses	<input type="checkbox"/> Prog design/eval	<input type="checkbox"/> Consult/collab	<input type="checkbox"/> Older adult elect.
<input type="checkbox"/> Interventions	<input type="checkbox"/> Evaluations	<input type="checkbox"/> Adapting Env	<input type="checkbox"/> Human comp.	<input type="checkbox"/> Community elect.
<input type="checkbox"/> Social Roles	<input type="checkbox"/> History	<input type="checkbox"/> Occupational Sci	<input type="checkbox"/> Other:	

What changes would you recommend in your academic program relative to the needs of **THIS** Level II fieldwork experience?

SUMMARY

	1 = Strongly disagree 2 = Disagree 3 = No Opinion 4 = Agree 5 = Strongly agree				
	1	2	3	4	5
Expectations of fieldwork experience were clearly defined					
Expectations were challenging but not overwhelming					
Experiences supported student's professional development					
Experiences matched student's expectations					

What particular qualities or personal performance skills do you feel that a student should have to function successfully on this fieldwork placement?

What advice do you have for future students who wish to prepare for this placement?

- Study the following evaluations:

- Study the following intervention methods:

- Read up on the following in advance:

Overall, what changes would you recommend in this Level II fieldwork experience?

Please feel free to add any further comments, descriptions, or information concerning your fieldwork at this center.

Indicate the number that seems descriptive of each fieldwork educator. Please make a copy of this page for each individual.

1 = Strongly Disagree				
2 = Disagree				
3 = No opinion				
4 = Agree				
5 = Strongly agree				
1	2	3	4	5

FIELDWORK EDUCATOR

NAME: _____

FIELDWORK EDUCATOR YEARS OF EXPERIENCE: _____

	1	2	3	4	5
Provided ongoing positive feedback in a timely manner					
Provided ongoing constructive feedback in a timely manner					
Reviewed written work in a timely manner					
Made specific suggestions to student to improve performance					
Provided clear performance expectations					
Sequenced learning experiences to grade progression					
Used a variety of instructional strategies					
Taught knowledge and skills to facilitate learning and challenge student					
Identified resources to promote student development					
Presented clear explanations					
Facilitated student's clinical reasoning					
Used a variety of supervisory approaches to facilitate student performance					
Elicited and responded to student feedback and concerns					
Adjusted responsibilities to facilitate student's growth					
Supervision changed as fieldwork progressed					
Provided a positive role model of professional behavior in practice					
Modeled and encouraged occupation-based practice					
Modeled and encouraged client-centered practice					
Modeled and encouraged evidence-based practice					

Frequency of meetings/types of meetings with supervisor (value/frequency):

General comments on supervision: _____

New/Special Course Proposal-Bulletin Change Transmittal Form

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New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

OTD 6164

2. 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).

Practice 4: Aging Adults

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture and lab

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

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

Designed around the core of OT "occupation based practice." Focus on types of reasoning used by OTs continues. Also focuses on aging adults, building from previous coursework in pediatrics, adults and clinical reasoning. Geriatrics will also be covered.

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?

Admission to OTD program

b. Why?

Selective OTD program admission.

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

Summer, year 2.

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

Susan Hanrahan, Dean, College of Nursing and Health Professions

Arkansas State University – Jonesboro

870-972-3112

hanrahan@astate.edu

11. Proposed Starting Term/Year

Summer / 2016

12. Is this course in support of a new program? Yes

If yes, what program?

OCCUPATIONAL THERAPY DOCTORATE PROGRAM (OTD)

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

If yes, what course?

Enter text...

Has this course number been used in the past? NO

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

As it relates to aging adults:

1. Apply clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed.
2. 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.
3. Evaluation of occupational performance using standardized and nonstandardized assessment
4. Evaluate using 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.
5. Evaluate using 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).
6. Evaluate performance patterns (e.g. habits, routines, rituals and roles).
7. Evaluate context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical and social).
8. Evaluate performance skills, including motor and praxis skills, sensory-perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills.
9. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments as part of the therapeutic process in both individual and group interaction.
10. Apply the principles of the teaching-learning process using educational methods to design experiences to address the needs of the client, family, significant others, communities, colleagues, other health providers, and the public.
11. Delineate the practice sites in geriatrics including but not limited to nursing homes, churches, day care for elders, assisted living, and work settings.
12. Discuss family centered care and the naturally occurring environment as related to aging in place.
13. Provide therapeutic use of occupation, exercises, and activities (e.g., occupation based intervention, purposeful activity, preparatory methods)
14. Develop and implement intervention strategies to remediate or compensate for cognitive deficits that affect occupational performance.
15. 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. 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.

Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013.)

c. Student population served.

Students admitted to OTD program

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

Doctoral entry level course as per accreditation guidelines

16. 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.)

Session 1	Conditions in geriatrics 1
Session 2	Conditions in geriatrics 2
Session 3	Observation and Family Interview
Session 4	Observation and Caregiver or other provider interview
Session 5	Personal factors in clinical reasoning in geriatrics
Session 6	Contextual factors in clinical reasoning in geriatrics
Session 7	Occupational factors in clinical reasoning in geriatrics
Session 8	Case review & critical appraisal of research article
Session 9	Case review & critical appraisal of research article
Session 10	Treatment planning

Session 11	Treatment planning
Session 12	Billing
Session 13	Documentation
Session 14	Referral
Session 15	Examination

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Lecture, guided discussion, assigned and self-selected readings, oral and written assignments, midterm and final examination in addition to laboratory experiences.

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

Lab experiences

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Supported by OT faculty; No additional classroom space will be required.

20. What is the primary intended learning goal for students enrolled in this course?

Application of clinical reasoning as it pertains to aging adults.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Required Texts:

Bastable, SB, Granet, P, Jacobs, K, & Sopczyk, DL (2011). Health Professional Education: Principles of Teaching and Learning. Ontario, Canada: Jones and Bartlett

Crepeau, E.B., Cohn, E.C., & Boyt Schell, B.A. (2013). Williard and Spackman's Occupational Therapy (12th North American Ed.). Philadelphia: Lippincott, Williams and Wilkins.

Obnett, R.H., & Chop, W.C. (2009). Gerontology for the Health Care Professional, 2nd Edition. Massachusetts: Jones and Bartlett.

Coppola, S; Eliot, S.J. & Toto, P.E. (2008). Strategies to Advance Gerontology Excellence: Promoting Best Practice in Occupational therapy. AOTA Press, Bethesda, MD.

Fawcett, AJL (2002). Principles of Assessment and Outcome Measurement for Occupational Therapy and Physical Therapy: Theory, Skills and Application. Hoboken, NUJ: John Wiley.

Taylor, MC (2000). Evidence Based Practice for Occupational Therapy. MA: Blackwell Science.

AJOT Theme Issue on Gerontology

Supplemental Textbooks (Optional):

Boyt, B.A. and Schell, J.W. (2008). Clinical and Professional Reasoning in Occupational Therapy. Philadelphia: Lippincott, Williams and Wilkins.

b. Number of pages of reading required per week: 35

c. Number of pages of writing required over the course of the semester: 5

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
Evaluate performance patterns of occupational engagement.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Write three to five page clinical review paper.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Grading rubric with criteria specific to clinical application.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Select and provide direct occupational therapy procedures to enhance safety, health, wellness, and performance in ADLS and IADLS.

Learning Activity:
Develop targeted case review specific to ADLS & IADLS.

Assessment Tool:
Grading rubric specific to safety, health, wellness and performance parameters.

Outcome #3:

Learning Activity:

Assessment Tool:

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

- a. Global Awareness

- Minimally
- Indirectly
- Directly

b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

OTD 6164

Practice 4: Aging Adults

Designed around the core of OT "occupation based practice." Focus on types of reasoning used by OTs continues. Also focuses on aging adults, building from previous coursework in pediatrics, adults and clinical reasoning. Geriatrics will also be covered.

ARKANSAS STATE UNIVERSITY

COLLEGE OF NURSING AND HEALTH PROFESSIONS

PROGRAM IN OCCUPATIONAL THERAPY

OCCUPATIONAL THERAPY DOCTORATE PROGRAM

Course Number & Title OTD 6164 Practice 4: Aging Adults

Credit Hours: 4 Semester Credit Hours (4 hrs/week x 15 weeks= 60 clock hrs)

PLACEMENT: Semester Four, summer, Year Two

FACULTY: TBA

COURSE DESCRIPTION: This is the fourth course in a sequence of courses designed around the core of occupational therapy, "occupation based practice." In this course, a focus upon the types of reasoning used by occupational therapists will be continued. In addition to the clinical reasoning domains investigated in occupational therapy (procedural, conditional and interactive), the pervasive use of narrative reasoning across society will also be delineated and discussed. Students will be encouraged to use reflection to crystallize their own forms of developing clinical reasoning. This course shall focus upon aging adults, building from the foundation from the previous course in working with pediatrics, adults and clinical reasoning. Foundational knowledge in geriatrics will also be covered.

STUDENT LEARNING OUTCOMES:

Regarding an aging adult client or population, the student will:

1. Apply clinical reasoning to explain the rationale for and use of compensatory strategies when desired life tasks cannot be performed.
2. 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.
3. Evaluation of occupational performance using standardized and nonstandardized assessment

4. Evaluate using 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.
5. Evaluate using 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).
6. Evaluate performance patterns (e.g. habits, routines, rituals and roles).
7. Evaluate context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical and social).
8. Evaluate performance skills, including motor and praxis skills, sensory-perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills.
9. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments as part of the therapeutic process in both individual and group interaction.
10. Apply the principles of the teaching-learning process using educational methods to design experiences to address the needs of the client, family, significant others, communities, colleagues, other health providers, and the public.
11. Delineate the practice sites in geriatrics including but not limited to nursing homes, churches, day care for elders, assisted living, and work settings.
12. Discuss family centered care and the naturally occurring environment as related to aging in place.
13. Provide therapeutic use of occupation, exercises, and activities (e.g., occupation based intervention, purposeful activity, preparatory methods)
14. Develop and implement intervention strategies to remediate or compensate for cognitive deficits that affect occupational performance.
15. 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.

TEACHING STRATEGIES:

Lecture, guided discussion, assigned and self-selected readings, oral and written assignments, midterm and final examination in a to laboratory experiences.

EVALUATION STRATEGIES:

(See grading criteria, grading rubrics, & assignments described on Blackboard Learn)

- | | |
|-----|------------------------------------|
| 15% | Midterm Exam |
| 15% | Final Exam |
| 10% | Class participation and attendance |

- 10% Case review
- 10% Case review
- 10% Treatment Planning
- 10% Treatment Planning
- 10% Referral
- 10% Documentation

Required Texts:

Bastable, SB, Granet, P, Jacobs, K, & Sopczyk, DL (2011). Health Professional Education: Principles of Teaching and Learning. Ontario, Canada: Jones and Bartlett

Crepeau, E.B., Cohn, E.C., & Boyt Schell, B.A. (2013). Williard and Spackman's Occupational Therapy (12th North American Ed.). Philadelphia: Lippincott, Williams and Wilkins.

Obnett, R.H., & Chop, W.C. (2009). Gerontology for the Health Care Professional, 2nd Edition. Massachusetts: Jones and Bartlett.

Coppola, S; Eliot, S.J. & Toto, P.E. (2008). Strategies to Advance Gerontology Excellence: Promoting Best Practice in Occupational therapy. AOTA Press, Bethesda, MD.

Fawcett, AJL (2002). Principles of Assessment and Outcome Measurement for Occupational Therapy and Physical Therapy: Theory, Skills and Application. Hoboken, NUJ: John Wiley.

Taylor, MC (2000). Evidence Based Practice for Occupational Therapy. MA: Blackwell Science.

AJOT Theme Issue on Gerontology

Supplemental Textbooks (Optional):

Boyt, B.A. and Schell, J.W. (2008). Clinical and Professional Reasoning in Occupational Therapy. Philadelphia: Lippincott, Williams and Wilkins.

COURSE POLICIES:

1. The College of Nursing and Health Professions values academic integrity. An Honor Code is used within the College and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the department specific handbooks. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.
2. Assignments should be submitted by the due date. Late Assignments will not be accepted unless an exception is negotiated with the Instructor **prior** to the assignment due date.
3. Classes are mandatory and must be attended. Participation is required and evaluated.
4. ALL official communication, notices or announcements will be sent through the student's ASU EMAIL account ONLY. The student is accountable for checking this account on a regular basis (daily or every other day) and is accountable for all official communication. It is the student's responsibility to keep the email account viable, enabled to receive email transmissions and blackboard access on a daily basis.

Access BlackboardLearn: Course Documents/ Information at course website for additional resources and guidelines. Also, see downloads available from Information Technology Services (ITS) for the use of BlackboardLearn.

Schedule of Classes OTD 6164 Practice 4: Aging Adults

Session 1	Conditions in geriatrics 1
Session 2	Conditions in geriatrics 2
Session 3	Observation and Family Interview
Session 4	Observation and Caregiver or other provider interview
Session 5	Personal factors in clinical reasoning in geriatrics
Session 6	Contextual factors in clinical reasoning in geriatrics
Session 7	Occupational factors in clinical reasoning in geriatrics
Session 8	Case review & critical appraisal of research article
Session 9	Case review & critical appraisal of research article
Session 10	Treatment planning
Session 11	Treatment planning

Session 12	Billing
Session 13	Documentation
Session 14	Referral
Session 15	Examination

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

OTD 6173

2. 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).

Technology 4: Electronic Communications

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture and lab.

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

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

This is the fourth in a sequence of courses designed around the use of technology in the practice and documentation of occupational therapy services. Internet/Software resources used for person- task-environment to enhance transactions will be explored.

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?

Admission to OTDprogram

b. Why?

Selective OTD program admission

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

Summer – year 2.

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

Susan Hanrahan, Ph D, PT

Arkansas State University – Jonesboro

870-972-3 112

hanrahan@astate.edu

11. Proposed Starting Term/Year

Summer / 2016

12. Is this course in support of a new program? Yes

If yes, what program?

OCCUPATIONAL THERAPY DOCTORATE PROGRAM (OTD)

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

If yes, what course?

Enter text...

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

1. Apply and teach compensatory strategies including the use of and adaptations to the environment that supports performance, participation and wellbeing using computers, personal devices and the like.
2. Design the environment, tools, materials, occupations and interventions to reflect the changing needs of the client, the sociocultural context, and technological advances.
3. Design a piece of clothing to provide for technological assistance that supports a particular client's engagement in occupation.
4. Demonstrate an understanding of the use of technology to support performance, participation, health and wellbeing. This technology may include, but is not limited to, electronic documentation systems, distance communication, virtual environments, and telehealth technology.
5. Communicate relevant observations in a nursing home that supports a group of users' engagement in occupation.
6. Design a technology piece in a school that supports student's engagement in learning.
7. Apply ergonomic principles to all technology use at all times.
8. Apply intervention skills to prevent carpal tunnel syndrome, ADHD exacerbation, maximal organization of work place, and proper body alignment while sitting and movement.

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.

Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013.)

c. Student population served.

Students admitted to OTD program

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

Doctoral entry level course as per accreditation guidelines

16. 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.)

Session 1	Course Overview
Session 2	Computers, personal devices and the like. Part 1
Session 3	Computers, personal devices and the like. Part 2
Session 4	The sociocultural context and technological advances Part 1
Session 5	The sociocultural context and technological advances. Part 2
Session 6	Electronic documentation systems, distance communication, virtual environments, and telehealth technology. Part 1
Session 7	Electronic documentation systems, distance communication, virtual environments and telehealth technology. Part 2
Session 8	Electronic documentation systems, distance communication, virtual environments and telehealth technology.
Session 9	Technology literacy and health literacy competency. Part 3
Session 10	Student engagement in learning.
Session 11	Ergonomic principles. Part I
Session 12	Ergonomic principles. Part II
Session 13	Technology special project
Session 14	Technology special project
Session 15	Technology special project

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Lecture, guided discussion, independent library research, assigned and self-selected readings, oral and written assignments, midterm and final examination in addition to laboratory experiences.

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

Some lab

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
Supported by OT faculty; No additional classroom space needed.

20. What is the primary intended learning goal for students enrolled in this course?

Application of electronic software and materials for the purpose of documentation, communication and function.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Required Texts:

Breines, E., B. (2010) Occupational Therapy Activities from Clay to Computers: Theory and Practice. Thorofare, NJ: Slack.

Pierce, D. (2012). Occupation by Design: Building Therapeutic Power. Thorfare, NJ: Slack.

b. Number of pages of reading required per week: 40

c. Number of pages of writing required over the course of the semester: 15

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)

Design a piece of clothing that assists a person who had a left CVA affecting righty arm for ease of dressing.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

Sew adaptation of a shirt for use in dressing with a person who is a right hemiplegic.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Grading rubric specific to clothing adaptations.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Apply intervention options for treatment of carpel tunnel syndrome.

Learning Activity:

Develop treatment protocol for carpel tunnel syndrome.

Assessment Tool:

Grading rubric specific to orthopedic competencies.

Outcome #3:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

- Minimally
- Indirectly
- Directly

b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

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2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

OTD 6173

Technology 4: Electronic Communications

This is the fourth in a sequence of courses designed around the use of technology in the practice and documentation of occupational therapy services. Internet/Software resources used for person- task-environment to enhance transactions will be explored.

**ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
PROGRAM IN OCCUPATIONAL THERAPY
OCCUPATIONAL THERAPY DOCTORATE PROGRAM**

Course Number & Title OTD 6173 Technology 4: Electronic Communications

Credit Hours: 3 Semester Credit Hours (3 hrs/week x 15 weeks= 45 clock hrs)

PLACEMENT: Semester Four, Summer, Year Two

FACULTY: TBA

COURSE DESCRIPTION: This is the fourth in a sequence of courses designed around the use of technology in the practice and documentation of occupational therapy services. Internet/Software resources used for person-task-environment to enhance transactions will be explored.

STUDENT LEARNING OUTCOMES:

1. Apply and teach compensatory strategies including the use of and adaptations to the environment that supports performance, participation and wellbeing using computers, personal devices and the like.
2. Design the environment, tools, materials, occupations and interventions to reflect the changing needs of the client, the sociocultural context, and technological advances.
3. Design a piece of clothing to provide for technological assistance that supports a particular client's engagement in occupation.
4. Demonstrate an understanding of the use of technology to support performance, participation, health and wellbeing. This technology may include, but is not limited to, electronic documentation systems, distance communication, virtual environments, and telehealth technology.
5. Communicate relevant observations in a nursing home that supports a group of users' engagement in occupation.
6. Design a technology piece in a school that supports student's engagement in learning.
7. Apply ergonomic principles to all technology use at all times.
8. Apply intervention skills to prevent carpal tunnel syndrome, ADHD exacerbation, maximal organization of work place, and proper body alignment while sitting and movement

TEACHING STRATEGIES:

Lecture, guided discussion, independent library research, assigned and self-selected readings, oral and written assignments, midterm and final examination in addition to laboratory experiences.

EVALUATION STRATEGIES:

(See grading criteria, grading rubrics, & assignments described on Blackboard Learn)

Competency based outcomes measured by:

- 10% mid-term exam
- 10% final exam
- 10% class participation - attendance
- 10% design project 1
- 10% design project 2
- 10% design project 3
- 10% paper 1
- 10% paper 2
- 10% documentation
- 10% special project

Required Texts:

Breines, E., B. (2010) Occupational Therapy Activities from Clay to Computers: Theory and Practice. Thorofare, NJ: Slack.

Pierce, D. (2012). Occupation by Design: Building Therapeutic Power. Thorofare, NJ: Slack.

COURSE POLICIES:

1. The College of Nursing and Health Professions values academic integrity. An Honor Code is used within the College and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the department specific handbooks. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.
2. Assignments should be submitted by the due date. Late Assignments will not be accepted unless an exception is negotiated with the Instructor **prior** to the assignment due date.
3. Classes are mandatory and must be attended. Participation is required and evaluated.
4. ALL official communication, notices or announcements will be sent through the student's ASU EMAIL account ONLY. The student is accountable for checking this account on a regular basis (daily or every other day) and is accountable for all official communication. It is the student's responsibility to keep the email account viable, enabled to receive email transmissions and blackboard access on a daily basis.

Access BlackboardLearn: Course Documents/ Information at course website for additional resources and guidelines. Also, see downloads available from Information Technology Services (ITS) for the use of BlackboardLearn.

Schedule of Classes OTD 6173 Technology 4: Electronic Communications

Session 1	Course Overview
Session 2	Computers, personal devices and the like. Part 1
Session 3	Computers, personal devices and the like. Part 2
Session 4	The sociocultural context and technological advances. Part 1
Session 5	The sociocultural context and technological advances. Part 2
Session 6	Electronic documentation systems, distance communication, virtual environments, and telehealth technology. Part 1
Session 7	Electronic documentation systems, distance communication, virtual environments and telehealth technology. Part 2
Session 8	Electronic documentation systems, distance communication, virtual environments and telehealth technology.
Session 9	Technology literacy and health literacy competency. Part 3
Session 10	Student engagement in learning.
Session 11	Ergonomic principles. Part I
Session 12	Ergonomic principles. Part II
Session 13	Technology special project
Session 14	Technology special project
Session 15	Technology special project

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

OTD 6182

2. 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).

Research 3: Experimental Research

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.
Seminar.

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

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

Provides the entry level occupational therapist with the skills necessary for research practice. The class will have both didactic and application components. A primary focus will be on experimental research.

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?

Admission to OTD program

b. Why?

Selective OTD program admission

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

Summer, year 2.

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

Susan Hanrahan, PhD, PT

Arkansas State University – Jonesboro

870-972-3112

hanrahan@astate.edu

11. Proposed Starting Term/Year

Summer / 2016

12. Is this course in support of a new program? Yes

If yes, what program?

OCCUPATIONAL THERAPY DOCTORATE PROGRAM (OTD)

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

If yes, what course?

Enter text...

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

1. Apply terminology and methods associated in measurement in experimental-type research including statistical analysis of quantitative data.

2. Describe and evaluate experimental and quasi experimental, and non-experimental designs.
3. Critique the validity of research studies, including their design (both qualitative and quantitative) and methodology.
4. Discuss key research design decisions for quantitative studies, specific to experimental design or RCT as related to intervention, control and randomization.
5. Identify and evaluate alternative methods of controlling confounding variables in quantitative studies.
6. Interpret basic descriptive, correlational and inferential statistics related to quantitative design.
7. Design an experimental research question introducing an intervention or treatment and explore potential methods for use in the clinical setting..

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.

Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013.)

c. Student population served.

Students admitted to OTD program

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

Doctoral entry level course as per accreditation guidelines

16. 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.)

Session 1	Course overview
Session 2	Critique the validity of research studies, including their design (both qualitative and quantitative) and methodology.
Session 3	Interpret basic statistics and code, analyze and synthesize qualitative data.
Session 4	Critique a published research article.
Session 5	Write a research question on a published article.
Session 6	Design a specific study to test the hypothesis define sample and sample size for power analysis.
Session 7	Select appropriate method of analysis. Determine level of judgment for significance.
Session 8	Implications of the potential outcomes of analysis.
Session 9	Submit 3-8 as research project
Session 10	Research project
Session 11	Develop a clinically based research question and design a study to answer it. Part 1
Session 12	Develop a clinically based research question and design a study to answer it. Part 2
Session 13	Develop a clinically based research question and design a study to answer it. Part 3
Session 14	Develop a clinically based research question and design a study to answer it. Part 4
Session 15	Develop a clinically based research question and design a study to answer it. Part 5

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Lecture, guided discussion, independent library research, assigned and self-selected readings, oral and written assignments.

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

Some writing labs.

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Supported by OT faculty; No additional classroom space is required.

20. What is the primary intended learning goal for students enrolled in this course?

Application of experimental research in the practice of OT.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Required Texts:

Garroid, J. (2014). Health Sciences Literature Review Made Easy: The Matrix Method (4th Edition). Burlington, MA: Jones & Bartlett Learning.

Bailey, DM (1997). Research for the Health Professional: a Practical Guide. (2nd ed) Philadelphia, PA: FA Davis

Fain, JA (1999). Reading, Understanding and Applying Nursing Research: A Text and Workbook. Philadelphia, PA: FA Davis

b. Number of pages of reading required per week: 30

c. Number of pages of writing required over the course of the semester: 30

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)

Critique the validity of research studies, including their design and methodology.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

Write a 5 page critique of an experimental research study in occupational therapy.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

“Guideliness for Critiquing Research Design in a Quantitative Study”(Polit & Beck, 2014) – 5 pt likert scale in 8 questions/domains.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Design an experimental research question introducing an intervention or treatment and explore potential methods for use in the clinical setting.

Learning Activity:

Write an experimental research question with an intervention or treatment appropriate to occupation science.

Assessment Tool:

Rubric for Evidence Based Practice (EBP) Research Question. Design to include all elements of the research question.

Outcome #3:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

- Minimally
- Indirectly
- Directly

b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

OTD 6182

Research 3: Experimental Research

Provides the entry level occupational therapist with the skills necessary for research practice. The class will have both didactic and application components. A primary focus will be on experimental research.

**ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
PROGRAM IN OCCUPATIONAL THERAPY
OCCUPATIONAL THERAPY DOCTORATE PROGRAM**

Course Number & Title OTD 6182: Research 3: Experimental Research

Credit Hours: 3 Semester Credit Hours (3 hrs/week x 15 weeks= 45 clock hrs)

PLACEMENT: Semester Four, Summer, Year Two

FACULTY: TBA

COURSE DESCRIPTION: This is third course in the sequence of research and scholarship classes designed to provide the entry level occupational therapist with the skills necessary for practice. The class will have both didactic and application components. A primary focus will be on experimental research.

STUDENT LEARNING OUTCOMES:

1. Apply terminology and methods associated in measurement in experimental-type research including statistical analysis of quantitative data.
2. Describe and evaluate experimental and quasi experimental, and non-experimental designs.
3. Critique the validity of research studies, including their design (both qualitative and quantitative) and methodology.
4. Discuss key research design decisions for quantitative studies, specific to experimental design or RCT as related to intervention, control and randomization.
5. Identify and evaluate alternative methods of controlling confounding variables in quantitative studies.
6. Interpret basic descriptive, correlational and inferential statistics related to quantitative design.
7. Design an experimental research question introducing an intervention or treatment and explore potential methods for use in the clinical setting.

TEACHING STRATEGIES:

Lecture, guided discussion, independent library research, assigned and self-selected readings, oral and written assignments

EVALUATION STRATEGIES:

(See grading criteria, grading rubrics, & assignments described on Blackboard Learn)

Competency based outcomes measured by:

- 10% Critique of an experimental research study in occupational therapy.
- 10% Given a data analysis challenge select the appropriate data analysis technique.
- 10% Critically appraise a second experimental research study in occupational therapy.
- 10% Write a research question.

- 10% Design a specific study to test the hypothesis define sample and sample size for power analysis.
- 10% Select appropriate method of analysis. Determine level of judgment for significance.
- 10% Speculate what the meaning of the potential outcomes of analysis might be and mean.
- 10% Revise the previous and integrate as a research project.
- 10% Visit a researcher on site and write 3-5 page reflection.
- 10% Develop a clinically based research question and design a study to answer it.

Required Texts:

Garroid, J. (2014). Health Sciences Literature Review Made Easy: The Matrix Method (4th Edition). Burlington, MA: Jones & Bartlett Learning.

Bailey, DM (1997). Research for the Health Professional: A Practical Guide. (2nd ed) Philadelphia, PA: FA Davis

Fain, JA (1999). Reading, understanding and Applying Nursing Research: A Text and Workbook. Philadelphia, PA: FA Davis

COURSE POLICIES:

1. The College of Nursing and Health Professions values academic integrity. An Honor Code is used within the College and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the department specific handbooks. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.
2. Assignments should be submitted by the due date. Late Assignments will not be accepted unless an exception is negotiated with the Instructor **prior** to the assignment due date.
3. Classes are mandatory and must be attended. Participation is required and evaluated.
4. ALL official communication, notices or announcements will be sent through the student's ASU EMAIL account ONLY. The student is accountable for checking this account on a regular basis (daily or every other day) and is accountable for all official communication. It is the student's responsibility to keep the email account viable, and to receive email transmissions and blackboard access on a daily basis.

Access BlackboardLearn: Course Documents/ Information at course website for additional resources and guidelines. All downloads available from Information Technology Services (ITS) for the use of BlackboardLearn.

Schedule of Classes OTD 6182 Research 3: Experimental Research

Session 1	Course overview.
Session 2	Critique the validity of research studies, including their design (both qualitative and quantitative) and methodology.
Session 3	Interpret basic statistics and code, analyze and synthesize qualitative data.
Session 4	Critique a published research article.
Session 5	Write a research question on a published article.
Session 6	Design a specific study to test the hypothesis define sample and sample size for power analysis.
Session 7	Select appropriate method of analysis. Determine level of judgment for significance.
Session 8	Implications of the potential outcomes of analysis.
Session 9	Submit 3-8 as research project.
Session 10	Research project.
Session 11	Develop a clinically based research question and design a study to answer it. Part 1
Session 12	Develop a clinically based research question and design a study to answer it. Part 2
Session 13	Develop a clinically based research question and design a study to answer it. Part 3
Session 14	Develop a clinically based research question and design a study to answer it. Part 4
Session 15	Develop a clinically based research question and design a study to answer it. Part 5

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

OTD 6191

2. 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).

Level 1 Fieldwork: Aging Adults

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Internship

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

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

Level I fieldwork is essential for allowing the students to integrate and apply knowledge and understanding from coursework. This fieldwork will focus upon aging adults. Experiences are integral to the curricular design and support didactic and lab courses.

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?

Admission to OTD program

b. Why?

Selective OTD program admission

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

Summer, Year 2

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

Susan Hanrahan, PhD, PT

Arkansas State University – Jonesboro

870-972-3112

hanrahan@astate.edu

11. Proposed Starting Term/Year

Summer / 2016

12. Is this course in support of a new program? Yes

If yes, what program?

Occupational Therapy Doctorate Program (OTD)

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

If yes, what course?

Enter text...

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

1. Participate in experiences in a setting that enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.
2. Identify the impact of pathology, impairment, functional limitations and disability on occupational performance in aging adults.
3. Identify the roles of those providing services to older adults.
4. Recognize the various professions involved in health and human services.
5. Apply geriatric knowledge learned in the curriculum to the professional practice setting.
6. Develop comfort and skill in interviewing elderly clients and communicates with others.
7. Demonstrate appreciation for clients and populations of diverse backgrounds.
8. Communicate relevant observations through oral and written means of incorporating professional terminology.

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.

Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013.)

c. Student population served.

Students admitted to OTD program

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

Doctoral entry level course as per accreditation guidelines

16. 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.)

Students complete Level I fieldwork placements in many clinical and community based and medical settings. These include but are not limited to day care centers, schools, neighborhood centers, hospitals, clinics, rehabilitation clinics, outpatient practices, home care, homeless shelters, jails, and community centers. Level I fieldwork may also include services management and administrative experiences in occupational therapy settings, community agencies, or environmental analysis experiences. Populations may include disabled or well populations, age specific or diagnosis related clients. This fieldwork experience is in aging adults, or with related agencies or governmental settings.

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Fieldwork - (equivalent of 40 hours)

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

Fieldwork, Internship

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Supported by OT faculty; No additional classroom space will be needed.

20. What is the primary intended learning goal for students enrolled in this course?

Application of learned skills as it relates to OT practice and aging adults.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

TEXTBOOKS REQUIRED:

Sladyk, K (2004). The Successful Occupational Therapy Fieldwork Student. Slack, Inc.

b. Number of pages of reading required per week: 5

c. Number of pages of writing required over the course of the semester: 0

22. High-Impact Activities (Check all that apply)

Collaborative assignments

- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
Evaluate various aspects of the OT clinical environment in the aging adult.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Observe and evaluate practice domain in geriatric settings.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Student evaluation of fieldwork experience. (attached)

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:
Identify roles of a full team member.

Learning Activity:
Participate in regular and routine activities in the setting.

Assessment Tool:
Level I fieldwork scoring guide for supervising professional. (attached)

Outcome #3:

Learning Activity:

Assessment Tool:

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

- a. Global Awareness
 - Minimally
 - Indirectly

Directly

b. Thinking Critically

Minimally

Indirectly

Directly

c. Using Technology

Minimally

Indirectly

Directly

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

OTD 6191

Level I Fieldwork: Aging Adults

Level I fieldwork is essential for allowing the students to integrate and apply knowledge and understanding from coursework. This fieldwork will focus upon aging adults. Experiences are integral to the curricular design and support didactic and lab courses.

**ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
PROGRAM IN OCCUPATIONAL THERAPY
OCCUPATIONAL THERAPY DOCTORATE PROGRAM**

Course Number & Title OTD 6191 Level 1 Fieldwork: Aging Adults

Credit Hours: 1 semester hour (equivalent of 40 hours) This may be accomplished by doing one full week at a site, or by participating 4 hours per week for 10 weeks

PLACEMENT: Semester Four, summer, Year Two

FACULTY: TBA

COURSE DESCRIPTION: Level 1 fieldwork is essential in allowing a student to integrate and apply knowledge and understanding from coursework in a real life setting, it is practice in context and learning by doing. This is a Level 1 learning experience to support the didactic and laboratory coursework of the student. Level 1 experiences are integral to the curricular design and include direct observation and participation in select aspects of care. Level I experiences may related to occupational therapy service delivery, or may be under the supervision of related professionals in a variety of practice environments to enhance student understanding.

Students complete Level 1 fieldwork placements in many clinical and community based and medical settings. These include but are not limited to day care centers, schools, neighborhood centers, hospitals, clinics, rehabilitation clinics, outpatient practices, home care, homeless shelters, jails, and community centers. Level 1 fieldwork may also include services management and administrative experiences in occupational therapy settings, community agencies, or environmental analysis experiences. Populations may include disabled or well populations, age specific or diagnosis related clients. This fieldwork experience is in aging adults, or with related agencies or governmental settings.

STUDENT LEARNER OUTCOMES: Upon completion of this course, the student learner will have been given the opportunity to:

1. Participate in experiences in a setting that enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.
2. Identify the impact of pathology, impairment, functional limitations and disability on occupational performance in aging adults.
3. Identify the roles of those providing services to older adults.
4. Recognize the various professions involved in health and human services.
5. Apply geriatric knowledge learned in the curriculum to the professional practice setting.
6. Develop comfort and skill in interviewing elderly clients and communicates with others.
7. Demonstrate appreciation for clients and populations of diverse backgrounds.
8. Communicate relevant observations through oral and written means of incorporating professional terminology.

EVALUATION STRATEGIES:

25% Student evaluation of fieldwork experience

50% Level I Fieldwork Student Evaluation (to be completed by supervisor) including the rating categories

- Professional Behavior
- Roles and responsibilities
- Professional reasoning
- Participation in supervisory process
- Observation skills
- Verbal and interprofessional communication
- Interpersonal skills
- Ethics
- Values
- Teamwork

25% Occupational Profile

Please see the attached SEFWE (student evaluation of fieldwork experience)

TEXTBOOKS REQUIRED:

Sladyk, K (2004). *The Successful Occupational Therapy Fieldwork Student*. Slack, Inc.

COURSE POLICIES:

1. The College of Nursing and Health Professions values academic integrity. An Honor Code is used within the College and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the department specific handbooks. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.
2. Assignments should be submitted by the due date. Late Assignments will not be accepted unless an exception is negotiated with the Instructor **prior** to the assignment due date.
3. Classes are mandatory and must be attended. Participation is required and evaluated.
4. ALL official communication, notices or announcements will be sent through the student's ASU EMAIL account ONLY. The student is accountable for checking this account on a regular basis (daily or every other day) and is accountable for all official communication. It is the student's responsibility to keep the email account viable, enabled to receive email transmissions and blackboard access on a daily basis.

Access BlackboardLearn: Course Documents/ Information at course website for additional resources and guidelines. Also, see downloads available from Information Technology Services (ITS) for the use of BlackboardLearn.

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Instructions to the Student:

Complete this STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE) form before your final meeting with your fieldwork supervisor(s). It is imperative that you review the form with your supervisor and that both parties sign on page 1. Copy the form so that a copy remains at the site and a copy is forwarded to your Academic Fieldwork Coordinator at your educational program. This information may be reviewed by future students as well. The evaluation of the student (FWPE) should be reviewed first, followed by the student's evaluation of the fieldwork experience (SEFWE), allowing the student to be honest and constructive.

Fieldwork Site _____ Site Code _____

Address _____

Placement Dates: from _____ to _____

Order of Placement: [] First [] Second [] Third [] Fourth

Living Accommodations: *(include type, cost, location, condition)*

Public transportation in the area:

Please write your e-mail address here if you don't mind future students contacting you to ask you about your experience at this site: _____

We have mutually shared and clarified this Student Evaluation of the Fieldwork Experience report.

Student's Signature

FW Educator's Signature

Student's Name *(Please Print)*

FW Educator's Name and credentials *(Please Print)*

FW Educator's years of experience _____

ORIENTATION

Indicate your view of the orientation by *checking* "Satisfactory" (S) or "Needs Improvement" (I) regarding the three factors of adequacy, organization, and timeliness.

TOPIC	Adequate		Organized		Timely		NA
	S	I	S	I	S	I	
1. Site-specific fieldwork objectives							
2. Student supervision process							
3. Requirements/assignments for students							
4. Student schedule (daily/weekly/monthly)							
5. Staff introductions							
6. Overview of physical facilities							
7. Agency/Department mission							
8. Overview of organizational structure							
9. Services provided by the agency							
10. Agency/Department policies and procedures							
11. Role of other team members							
12. Documentation procedures							
13. Safety and emergency procedures							
14. Confidentiality/HIPAA							
15. OSHA—Standard precautions							
16. Community resources for service recipients							
17. Department model of practice							
18. Role of occupational therapy services							
19. Methods for evaluating OT services							
20. Other							

Comments or suggestions regarding your orientation to this fieldwork placement:

CASELOAD

List approximate number of each age category in your caseload.

Age	Number
0–3 years old	
3–5 years old	
6–12 years old	
13–21 years old	
22–65 years old	
> 65 years old	

List approximate number of each primary condition/problem/diagnosis in your caseload

Condition/Problem	Number

OCCUPATIONAL THERAPY PROCESS

Indicate the approximate number of screenings/evaluations you did; also indicate their value to your learning experience by *circling* the appropriate number with #1 being least valuable and #5 being the most valuable.

	REQUIRED		HOW MANY	EDUCATIONAL VALUE				
	Yes	No		1	2	3	4	5
1. Client/patient screening				1	2	3	4	5
2. Client/patient evaluations (Use specific names of evaluations)								
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
3. Written treatment/care plans				1	2	3	4	5
4. Discharge summary				1	2	3	4	5

List major therapeutic interventions frequently used and indicate whether it was provided in group, individually, Co-Treatment, or consultation. List other professionals involved.

Therapeutic Interventions	Individual	Group	Co-Tx	Consultation
Occupation-based activity, i.e., play, shopping, ADL, IADL, work, school activities, etc. (within client's own context with his or her goals)				
1.				
2.				
3.				
4.				
Purposeful activity (therapeutic context leading to occupation)				
1.				
2.				
3.				
4.				

Preparatory methods, i.e., sensory, PAMs, splinting, exercise, etc. (preparation for occupation-based activity)				
1.				
2.				
3.				
4.				

THEORY—FRAMES OF REFERENCE—MODELS OF PRACTICE

Indicate frequency of theory/frames of reference used

	Never	Rarely	Occasionally	Frequently
Model of Human Occupation				
Occupational Adaptation				
Ecology of Human Performance				
Person–Environment–Occupation Model				
Biomechanical Frame of Reference				
Rehabilitation Frame of Reference				
Neurodevelopmental Theory				
Sensory Integration				
Behaviorism				
Cognitive Theory				
Cognitive Disability Frame of Reference				
Motor Learning Frame of Reference				
Other (list)				

FIELDWORK ASSIGNMENTS

List the types of assignments required of you at this placement (check all that apply), and indicate their educational value (1 = not valuable ----- 5 = very valuable)

Case study applying the Practice Framework	1	2	3	4	5	N/A
Evidence-based practice presentation: Topic:	1	2	3	4	5	N/A
Revision of site-specific fieldwork objectives	1	2	3	4	5	N/A
Program development Topic:	1	2	3	4	5	N/A
In-service/presentation Topic:	1	2	3	4	5	N/A
Research Topic:	1	2	3	4	5	N/A

Other (list)	1	2	3	4	5
ASPECTS OF THE ENVIRONMENT	1 = Rarely 2 = Occasionally 3 = Frequently 4 = Consistently				
	1	2	3	4	
Staff and administration demonstrated cultural sensitivity					
The Practice Framework was integrated into practice					
Student work area/supplies/equipment were adequate					
Opportunities to collaborate with and/or supervise OTs, OTAs, and/or aides					
Opportunities to network with other professionals					
Opportunities to interact with other OT students					
Opportunities to interact with students from other disciplines					
Staff used a team approach to care					
Opportunities to observe role modeling of therapeutic relationships					
Opportunities to expand knowledge of community resources					
Opportunities to participate in research					
Additional educational opportunities (<i>specify</i>):					
How would you describe the pace of this setting? (circle one)	Slow	Med	Fast		
Types of documentation used in this setting:					
Ending student caseload expectation: _____ # of clients per week or day					
Ending student productivity expectation: _____ % per day (direct care)					

SUPERVISION

What was the primary model of supervision used? (check one)

one supervisor : one student
 one supervisor : group of students
 two supervisors : one student
 one supervisor : two students
 distant supervision (primarily off-site)
 three or more supervisors : one student (count person as supervisor if supervision occurred at least weekly)

List fieldwork educators who participated in your learning experience.

Name	Credentials	Frequency	Individual	Group
1.				
2.				
3.				
4.				
5.				

ACADEMIC PREPARATION

Rate the relevance and adequacy of your academic coursework relative to the needs of **THIS** fieldwork placement, *circling* the appropriate number. (Note: may attach own course number)

	Adequacy for Placement					Relevance for Placement				
	Low				High	Low				High
Anatomy and Kinesiology	1	2	3	4	5	1	2	3	4	5
Neurodevelopment	1	2	3	4	5	1	2	3	4	5
Human development	1	2	3	4	5	1	2	3	4	5
Evaluation	1	2	3	4	5	1	2	3	4	5
Intervention planning	1	2	3	4	5	1	2	3	4	5
Interventions (individual, group, activities, methods)	1	2	3	4	5	1	2	3	4	5
Theory	1	2	3	4	5	1	2	3	4	5
Documentation skills	1	2	3	4	5	1	2	3	4	5
Leadership	1	2	3	4	5	1	2	3	4	5
Professional behavior and communication	1	2	3	4	5	1	2	3	4	5
Therapeutic use of self	1	2	3	4	5	1	2	3	4	5
Level I fieldwork	1	2	3	4	5	1	2	3	4	5
Program development	1	2	3	4	5	1	2	3	4	5

What were the strongest aspects of your academic program relevant to preparing you for THIS Level II fieldwork experience? Indicate your top 5.

<input type="checkbox"/> Informatics	<input type="checkbox"/> Occ. as Life Org	<input type="checkbox"/> A & K	<input type="checkbox"/> Foundations	<input type="checkbox"/> Level I FW
<input type="checkbox"/> Pathology	<input type="checkbox"/> Neuro	<input type="checkbox"/> Administration	<input type="checkbox"/> Theory	<input type="checkbox"/> Peds electives
<input type="checkbox"/> Env. Competence	<input type="checkbox"/> Research courses	<input type="checkbox"/> Prog design/eval	<input type="checkbox"/> Consult/collab	<input type="checkbox"/> Older adult elect.
<input type="checkbox"/> Interventions	<input type="checkbox"/> Evaluations	<input type="checkbox"/> Adapting Env	<input type="checkbox"/> Human comp.	<input type="checkbox"/> Community elect.
<input type="checkbox"/> Social Roles	<input type="checkbox"/> History	<input type="checkbox"/> Occupational Sci	<input type="checkbox"/> Other:	

What changes would you recommend in your academic program relative to the needs of **THIS** Level II fieldwork experience?

SUMMARY

	1 = Strongly disagree 2 = Disagree 3 = No Opinion 4 = Agree 5 = Strongly agree				
	1	2	3	4	5
Expectations of fieldwork experience were clearly defined					
Expectations were challenging but not overwhelming					
Experiences supported student's professional development					
Experiences matched student's expectations					

What particular qualities or personal performance skills do you feel that a student should have to function successfully on this fieldwork placement?

What advice do you have for future students who wish to prepare for this placement?

- Study the following evaluations:

- Study the following intervention methods:

- Read up on the following in advance:

Overall, what changes would you recommend in this Level II fieldwork experience?

Please feel free to add any further comments, descriptions, or information concerning your fieldwork at this center.

Indicate the number that seems descriptive of each fieldwork educator. Please make a copy of this page for each individual.

1 = Strongly Disagree
 2 = Disagree
 3 = No opinion
 4 = Agree
 5 = Strongly agree

FIELDWORK EDUCATOR

NAME: _____

FIELDWORK EDUCATOR YEARS OF EXPERIENCE: _____

1 2 3 4 5

Provided ongoing positive feedback in a timely manner					
Provided ongoing constructive feedback in a timely manner					
Reviewed written work in a timely manner					
Made specific suggestions to student to improve performance					
Provided clear performance expectations					
Sequenced learning experiences to grade progression					
Used a variety of instructional strategies					
Taught knowledge and skills to facilitate learning and challenge student					
Identified resources to promote student development					
Presented clear explanations					
Facilitated student's clinical reasoning					
Used a variety of supervisory approaches to facilitate student performance					
Elicited and responded to student feedback and concerns					
Adjusted responsibilities to facilitate student's growth					
Supervision changed as fieldwork progressed					
Provided a positive role model of professional behavior in practice					
Modeled and encouraged occupation-based practice					
Modeled and encouraged client-centered practice					
Modeled and encouraged evidence-based practice					

Frequency of meetings/types of meetings with supervisor (value/frequency):

General comments on supervision: _____

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

OTD 6203

2. 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).

Practice 5: Health & Wellness

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

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

Designed around the core of occupational therapy "occupation based practice," this course will focus on health and wellness and how the use of occupation can prevent injury, disease, malaise and maintain function.

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?

Admission to OTD program

b. Why?

Selective OTD program admission

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

Fall, year 2

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

Dr. Susan Hanrahan, PhD, PT

Arkansas State University – Jonesboro

870-972-3112

hanrahan@astate.edu

11. Proposed Starting Term/Year

Fall / 2016

12. Is this course in support of a new program? yes

If yes, what program?

OCCUPATIONAL THERAPY DOCTORATE PROGRAM (OTD)

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

If yes, what course?

Enter text...

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? NO

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

1. Apply clinical reasoning to explain the rationale for and use of compensatory strategies to prevent deformity and injury or stress and to maintain health and wellness.
2. 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 non-standardized assessment.
3. Evaluate using 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. Identify occupations to maintain wellness and health
4. Evaluate using 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). Design an occupational based wellness plan given the issues noted.
5. Evaluate performance patterns (e.g. habits, routines, rituals and roles).
6. Evaluate context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical and social). Develop a wellness plan given the performance patterns.
7. Evaluate performance skills, including motor and praxis skills, sensory-perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills. Develop a wellness plan based upon the configuration.
8. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments as part of the therapeutic process in both individual and group interaction. Identify how to use therapeutic self in the promotion of health and wellness.
9. Apply the principles of the teaching-learning process using educational methods to design experiences to address the needs of the client, family, significant others, communities, colleagues, other health providers, and the public. Conduct a wellness plan for a classroom, Sunday school class, work group or university related group.
10. Design health and wellness programs for work sites both industrial and white collar.
11. Provide therapeutic use of occupation, exercises, and activities (e.g., occupation based) as a plan for health and wellness.
12. Describe seminal work by Clark et al. on the Well Elderly and apply principles from it to a setting
13. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for the clients.
14. Explain the role of occupation in the promotion of health and the prevention of disease and disability for the individual, family and society.
15. Design and implement group interventions based on principles of group development and group dynamics across the lifespan.
16. Describe and implement strategies to assist the consumer in gaining access to occupational therapy and other health and social services.
17. Analyze evidence based practice guidelines provided by AHQR.

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.

Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013.)

c. Student population served.

Students admitted to OTD program

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

Doctoral entry level course as per accreditation guidelines

16. 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.)

Session 1	Course Overview and introduction
Session 2	Clinical reasoning
Session 3	Occupational performance in ADLS
Session 4	Occupational profile
Session 5	Client factors

Session 6	Exam
Session 7	Performance patterns
Session 8	Performance Skills
Session 9	Therapeutic use of self
Session 10	Principles of teaching-learning process
Session 11	Therapeutic use of occupation
Session 12	Exam
Session 13	Case review and treatment planning
Session 14	Case review and treatment planning
Session 15	Final

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Lecture, guided discussion, independent library research, assigned and self-selected readings, oral and written assignments, midterm and final examination in addition to laboratory experiences

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

Some lab experience

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Supported by OT faculty; No additional classroom space will be required.

20. What is the primary intended learning goal for students enrolled in this course?

Application of clinical reasoning as it relates to prevention and wellness.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Required Texts:

Pierce, D. (2003). *Occupation by Design: Building Therapeutic Power*. Philadelphia, PA: FA Davis

Jackson, J, Carlson, M, Mandel, D, Zemke, R, & Clark F (1998). *Occupation in Lifestyle Redesign: The Well Elderly Study Occupational Therapy Program*. *AJOT*, Vol 52, No. 5, 326-336

Clark et al, (2012). *Effectiveness of a Lifestyle Intervention in Promoting the Wellbeing of Independently Living Older People: Results of the Well Elderly 2 Randomized Controlled Trial*. *J Epidemiol Community Health*, 66:782-790

Supplemental Textbooks (Optional):

Boyt, B.A. and Schell, J.W. (2008). *Clinical and Professional Reasoning in Occupational Therapy*. Philadelphia: Lippincott, Williams and Wilkins.

b. Number of pages of reading required per week: 30

c. Number of pages of writing required over the course of the semester: 10

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
Evaluate using the occupational profile.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Using the Tapestry assessment, create an occupational profile to promote health and wellness.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Grading rubric specific to tapestry assessment.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:
Analyze evidence based practice guidelines provided by AHRQ.

Learning Activity:
Write posting on discussion board about the practice guidelines specific to wellness.

Assessment Tool:
Grading rubric specific to analysis of guidelines. (see AHRQ website - <http://www.ahrq.gov>.)

Outcome #3:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

- Minimally
- Indirectly
- Directly

b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

OTD 6203

Practice 5: Health & Wellness

Designed around the core of occupational therapy “occupation based practice,” this course will focus on health and wellness and how the use of occupation can prevent injury, disease, malaise and maintain function.

**ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
PROGRAM IN OCCUPATIONAL THERAPY
OCCUPATIONAL THERAPY DOCTORATE PROGRAM**

Course Number & Title OTD 6203 Practice 5: Health & Wellness

Credit Hours: 3 Semester Credit Hours (3 hrs/week x 15 weeks= 45 clock hrs)

Placement: Semester Five, Fall, Year Two

FACULTY: TBA

COURSE DESCRIPTION: This is the fifth course in a sequence of courses designed around the core of occupational therapy, “occupation based practice.” In this course, a focus upon the types of reasoning used by occupational therapists will be continued. In addition to the clinical reasoning domains investigated in occupational therapy (procedural, conditional and interactive), the pervasive use of narrative reasoning across society will also be delineated and discussed. Students will be encouraged to use reflection to crystallize their own forms of developing clinical reasoning. This course shall focus upon health and wellness, building from the foundation from the previous course in working with adults and pediatrics and clinical reasoning. This course is a twist from previous courses in that the focus will be upon health and wellness and how use of occupation can prevent injury, disease, malaise, and maintain function.

STUDENT LEARNING OUTCOMES:

Regarding any aged individual, group or population, the student will:

1. Apply clinical reasoning to explain the rationale for and use of compensatory strategies to prevent deformity and injury or stress and to maintain health and wellness.
2. 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 non-standardized assessment.
3. Evaluate using 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. Identify occupations to maintain wellness and health
4. Evaluate using 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). Design an occupational based wellness plan given the issues noted.
5. Evaluate performance patterns (e.g. habits, routines, rituals and roles).
6. Evaluate context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical and social). Develop a wellness plan given the performance patterns.
7. Evaluate performance skills, including motor and praxis skills, sensory-perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills. Develop a wellness plan based upon the configuration.

8. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments as part of the therapeutic process in both individual and group interaction. Identify how to use therapeutic self in the promotion of health and wellness.
9. Apply the principles of the teaching-learning process using educational methods to design experiences to address the needs of the client, family, significant others, communities, colleagues, other health providers, and the public. Conduct a wellness plan for a classroom, Sunday school class, work group or university related group.
10. Design health and wellness programs for work sites both industrial and white collar.
11. Provide therapeutic use of occupation, exercises, and activities (e.g., occupation based) as a plan for health and wellness.
12. Describe seminal work by Clark et al. on the Well Elderly and apply principles from it to a setting.
13. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for the clients.
14. Explain the role of occupation in the promotion of health and the prevention of disease and disability for the individual, family and society.
15. Design and implement group interventions based on principles of group development and group dynamics across the lifespan.
16. Describe and implement strategies to assist the consumer in gaining access to occupational therapy and other health and social services.
17. Analyze evidence based practice guidelines provided by AHQR.

TEACHING STRATEGIES:

Lecture, guided discussion, independent library research, assigned and self-selected readings, oral and written assignments, midterm and final examination in addition to laboratory experiences.

EVALUATION STRATEGIES:

(See grading criteria, grading rubrics, & assignments described on Blackboard Learn)

15%	Midterm Exam
15%	Final Exam
10%	Class participation and attendance
10%	Case review
10%	Case review
10%	Treatment Planning
10%	Treatment Planning
10%	Referral
10%	Documentation

Required Texts:

Pierce, D. (2003). *Occupation by Design: Building Therapeutic Power*. Philadelphia, PA: FA Davis

Jackson, J, Carlson, M, Mandel, D, Zemke, R, & Clark F (1998). *Occupation in Lifestyle Redesign: The Well*

Elderly Study Occupational Therapy Program. AJOT, Vol 52, No. 5, 326-336

Clark et al, (2012). Effectiveness of a Lifestyle Intervention in Promoting the Wellbeing of Independently Living Older People: Results of the Well Elderly 2 Randomized Controlled Trial. J Epidemiol Community Health, 66:782-790

Supplemental Textbooks (Optional):

Boyt, B.A. and Schell, J.W. (2008). Clinical and Professional Reasoning in Occupational Therapy. Philadelphia: Lippincott, Williams and Wilkins.

COURSE POLICIES:

1. The College of Nursing and Health Professions values academic integrity. An Honor Code is used within the College and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the department specific handbooks. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.
2. Assignments should be submitted by the due date. Late Assignments will not be accepted unless an exception is negotiated with the Instructor **prior** to the assignment due date.
3. Classes are mandatory and must be attended. Participation is required and evaluated.
4. ALL official communication, notices or announcements will be sent through the student's ASU EMAIL account ONLY. The student is accountable for checking this account on a regular basis (daily or every other day) and is accountable for all official communication. It is the student's responsibility to keep the email account viable, enabled to receive email transmissions and blackboard access on a daily basis.

Access BlackboardLearn: Course Documents/ Information at course website for additional resources and guidelines. Also, see downloads available from Information Technology Services (ITS) for the use of BlackboardLearn.

Schedule of Classes OTD 6203 Practice 5: Health and Wellness

Session 1	Course Overview and introduction
Session 2	Clinical reasoning
Session 3	Occupational performance in ADLS
Session 4	Occupational profile
Session 5	Client factors
Session 6	Exam
Session 7	Performance patterns
Session 8	Performance Skills
Session 9	Therapeutic use of self
Session 10	Principles of teaching-learning process
Session 11	Therapeutic use of occupation
Session 12	Exam
Session 13	Case review and treatment planning
Session 14	Case review and treatment planning
Session 15	Final

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

OTD 6213

2. 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).

Technology 5: Informatics

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture.

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

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

Course is designed around the use of technology in the practice and documentation of occupational therapy services. Management of databases provide support for OT Research.

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?

Admission to the OTD program

b. Why?

Selective OTD program admission

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

Fall, year 2.

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

Susan Hanrahan, PhD, PT

Arkansas State University – Jonesboro

870-972-3112

hanrahan@astate.edu

11. Proposed Starting Term/Year

Fall / 2016

12. Is this course in support of a new program? Yes

If yes, what program?

Occupational Therapy Doctorate Program (OTD)

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

If yes, what course?

Enter text...

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

1. Define and explain informatics.

2. Explain how data bases assist in the spectrum of care.

3. Discuss informatics as a field of study.
4. Identify and provide illustrations of informatics as it could be used in occupational therapy.
5. Identify how informatics in occupational therapy could be adapted for health services research.
6. Define, describe and compare types of documentation used in occupational therapy across practice settings.
7. Compare two forms of electronic records and their use in occupational therapy.
8. Investigate types of data base management conducted by AOTA and, NBCOT.
9. Investigate the types of relevant questions that may be answered from extant data bases of hospitals, clinics, the government and external agencies.
10. Apply SAS to large data bases.
11. Demonstrate care coordination, case management, and transition service in traditional and emerging practice environments.
12. 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.
13. Document intervention and achievement of therapy goals.
14. Apply health literacy concepts to documentation as appropriate.
15. 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 clients progression along the continuum toward outcome goals.
16. Organize, collect, and analyze data in a systematic manner for evaluation of practice outcomes. Report evaluation results and modify practice as needed to improve client outcomes
17. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services.

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.

Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013.)

c. Student population served.

Students admitted to the OTD program

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

Doctoral entry level course as per accreditation guidelines

16. 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.)

Session 1	Course Overview and hospital data based project overview
Session 2	Documentation and data across settings
Session 3	Electronic health records
Session 4	Telehealth and occupational therapy
Session 5	Health literacy and you
Session 6	Informatics and patient and population care
Session 7	Informatics and patient and population care
Session 8	End of care/discharge planning/continuum of care
Session 9	Extant databases and data mining
Session 10	Guest Presentations on databases in clinical settings
Session 11	Extant databases and data mining
Session 12	Data evaluation for practice outcomes. Report evaluation results and modify practice as needed to improve client outcomes.
Session 13	Data evaluation for practice outcomes. Report evaluation results and modify practice as needed to improve client outcomes.

Session 14 Project presentations
Session 15 Project presentations

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
Lecture, guided discussion, independent library research, assigned and self-selected readings, oral and written assignments.

18. Special features (e.g. labs, exhibits, site visitations, etc.)
None

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
Supported by OT faculty; No additional classroom space needed.

20. What is the primary intended learning goal for students enrolled in this course?
Application of electronic health records for documentation and research purposes.

21. Reading and writing requirements:
a. Name of book, author, edition, company and year

Required Texts:

Hebda, T, Czar, P (2012). Handbook of Informatics for Nurses and Health Care Professionals. (5th edition). Prentice Hall

Burke, L., Weill, B. (2012). Information Technology for the Health Professions (4th edition). Prentice Hall

Pang-Ning, T., Stienagach, M., Kumar, V (2013). (2nd Ed) Introduction to Data Mining. Addison-Wesley.

Supplemental Textbooks (Optional):

Ropol, E (2012). The creative Destruction of Medicine; How the Digital Revolution will Create Better Health Care. Basic Books.

b. Number of pages of reading required per week: 35

c. Number of pages of writing required over the course of the semester: 20

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain: Documentation and database management work.

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
Apply health literacy concepts to documentation.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Health literacy project for community.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Grading rubric related to competency based outcomes in health literacy.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Apply use of SAS for large databases.

Learning Activity:

Execute a statistical procedure using data provided that has been inputted into SAS.

Assessment Tool:

Statistical analysis template of expected outcome.

Outcome #3:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

- Minimally
- Indirectly
- Directly

b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.

3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

OTD 6213

Technology 5: Informatics

Course is designed around the use of technology in the practice and documentation of occupational therapy services. Management of databases provide support for OT Research.

**ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
PROGRAM IN OCCUPATIONAL THERAPY
OCCUPATIONAL THERAPY DOCTORATE PROGRAM**

Course Number & Title OTD 6213 Technology 5: Informatics

Credit Hours: 3 Semester Credit Hours (3 hrs/week x 15 weeks= 45 clock hrs)

PLACEMENT: Semester Five, fall, Year Two

FACULTY: TBA

COURSE DESCRIPTION: This is the fifth in a sequence of courses designed around the use of technology in the practice and documentation of occupational therapy services. The move to electronic records has revolutionized health care and occupational therapists need to be informed and active in this change process. Documentation is really a foundation for health services research. Management of data bases can provide a new avenue of extant data bases for research in occupational therapy.

STUDENT Learning Objectives:

1. Define and explain informatics.
2. Explain how data bases assist in the spectrum of care.
3. Discuss informatics as a field of study.
4. Identify and provide illustrations of informatics as it could be used in occupational therapy.
5. Identify how informatics in occupational therapy could be adapted for health services research.
6. Define, describe and compare types of documentation used in occupational therapy across practice settings.
7. Compare two forms of electronic records and their use in occupational therapy.
8. Investigate types of data base management conducted by AOTA and NBCOT.
9. Investigate the types of relevant questions that may be answered from extant databases of hospitals, clinics, the government and external agencies.
10. Apply SAS to large data bases.
11. Demonstrate care coordination, case management, and transition service in traditional and emerging practice environments.
12. 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.
13. Document intervention and achievement of therapy goals.
14. Apply health literacy concepts to documentation as appropriate.
15. 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 clients progression along the continuum toward outcome goals.
16. Organize, collect, and analyze data in a systematic manner for evaluation of practice outcomes.

- Report evaluation results and modify practice as needed to improve client outcomes.
17. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services.

TEACHING STRATEGIES:

Lecture, guided discussion, independent library research, assigned and self-selected readings, oral and written assignments.

EVALUATION STRATEGIES:

(See grading criteria, grading rubrics, & assignments described on Blackboard Learn)

Competency based outcomes measured by:

- 10% health literacy project for the community
- 10% health literacy project for occupational therapy
- 10% discharge planning
- 10% continuum of care planning
- 10% consumer evaluation of telehealth presentation
- 50% data mining project

Required Texts:

Hebda, T, Czar, P (2012). Handbook of Informatics for Nurses and Health Care Professionals. (5th edition). Prentice Hall

Burke, L., Weill, B. (2012). Information Technology for the Health Professions (4th edition). Prentice Hall

Pang-Ning, T., Stienigach, M., Kumar, V (2013). (2nd Ed) Introduction to Data Mining. Addison-Wesley.

Supplemental Textbooks (Optional):

Ropol, E (2012). The creative Destruction of Medicine; How the Digital Revolution will Create Better Health Care. Basic Books.

COURSE POLICIES:

1. The College of Nursing and Health Professions values academic integrity. An Honor Code is used within the College and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the department specific handbooks. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.
2. Assignments should be submitted by the due date. Late Assignments will not be accepted unless an exception is negotiated with the Instructor **prior** to the assignment due date.
3. Classes are mandatory and must be attended. Participation is required and evaluated.
4. ALL official communication, notices or announcements will be sent through the student's ASU EMAIL account ONLY. The student is accountable for checking this account on a regular basis (daily or every

other day) and is accountable for all official communication. It is the student's responsibility to keep the email account viable, enabled to receive email transmissions and blackboard access on a daily basis.

Access BlackboardLearn: Course Documents/ Information at course website for additional resources and guidelines. Also, see downloads available from Information Technology Services (ITS) for the use of BlackboardLearn.

Schedule of Classes OTD 6213 Technology 5: Informatics

Session 1	Course Overview and hospital data based project overview
Session 2	Documentation and data across settings
Session 3	Electronic health records
Session 4	Telehealth and occupational therapy
Session 5	Health literacy and you
Session 6	Informatics and patient and population care
Session 7	Informatics and patient and population care
Session 8	End of care/discharge planning/continuum of care
Session 9	Extant data bases and data mining
Session 10	Guest Presentations on databases in clinical settings
Session 11	Extant databases and data mining
Session 12	Data evaluation for practice outcomes. Report evaluation results and modify practice as needed to improve client outcomes.
Session 13	Data evaluation for practice outcomes. Report evaluation results and modify practice as needed to improve client outcomes.
Session 14	Project presentations
Session 15	Project presentations

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

OTD 6222

2. 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).

Research 4: Qualitative Research

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture.

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

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

Course continues sequence of research and scholarship classes designed for OT practice and scholarship. Focus will be on qualitative research.

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?

Admission to OTD program

b. Why?

Selective OTD program admission

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

Spring, year 2.

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

Susan Hanrahan, PhD, PT

Arkansas State University – Jonesboro

870-972-3112

hanrahan@astate.edu

11. Proposed Starting Term/Year

Spring 2016

12. Is this course in support of a new program? Yes

If yes, what program?

Occupational Therapy Doctorate Program (OTD)

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

If yes, what course?

Enter text...

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

1. Critique the validity of research studies, including their design (both qualitative and quantitative) and methodology.

2. Apply fundamental theory of qualitative methods

3. Document the evolution of qualitative methods in occupational science and occupational therapy.
4. Identify and evaluate the impact of contextual factors on the management and delivery of occupational therapy services for individuals and populations.
5. Critique a qualitatively based study in occupational therapy or occupational science.
6. Explain the increase in validity of an ipsative approach to occupational therapy evaluation, assessment, and aspects of research.
7. Identify how the Genome project funded by the NIH will increase an ipsative approach to health care.

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.

Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013.)

c. Student population served.

Students admitted to OTD program

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

Doctoral entry level course as per accreditation guidelines

16. 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.)

Session 1	Course overview
Session 2	The individual, ipsative point of view
Session 3	Critically appraise of qualitative research paper in occupational therapy
Session 4	Critically appraise a qualitative research paper in occupational therapy - 2
Session 5	Setting one's world view for qualitative research – statement of orientation and viewpoint
Session 6	Developing a strategic plan for qualitative research
Session 7	Methods for rigor, reliability and validity Midterm
Session 8	Collecting qualitative data
Session 9	Qualitative data analysis 1
Session 10	Qualitative data analysis 2
Session 11	Qualitative data analysis 3
Session 12	Writing up qualitative research
Session 13	Writing up qualitative research final
Session 14	Group presentations 1
Session 15	Group presentations 2

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Lecture, guided discussion, independent library research, assigned and self-selected readings, oral and written assignments, midterm and final examination.

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

None

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Supported by OT faculty; No additional classroom space needed.

20. What is the primary intended learning goal for students enrolled in this course?

Application of qualitative research in OT practice.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Required Texts:

Cook, J (2001). Qualitative Research in Occupational Therapy: Strategies and Experiences. Australia: Delmar Press.

Creswell, JW (2013). (3rd Ed) Qualitative Inquiry and Research Design: Choosing Among 5 Approaches. Thousand Oaks, CA: Sage

Miles, MB, & Huberman, AM (1994). An Expanded Sourcebook: Qualitative Data Analysis. Thousand Oaks, CA: Sage

Schensul, J, LeCompte MD, et.al 91999). Using Ethnographic Data. Thousand Oaks, CA: Sage

b. Number of pages of reading required per week: 50

c. Number of pages of writing required over the course of the semester: 25

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain: N/A

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)

Critique a qualitatively-based study.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

Critically appraise a qualitative research paper in occupational therapy in three to five pages.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Grading rubric using qualitative research methodology.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Apply fundamental theory of qualitative methods.

Learning Activity:

Group activity for qualitative research project.

Assessment Tool:

Grading rubric for qualitative research design

Rubric for team evaluation

Outcome #3:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

- Minimally
- Indirectly
- Directly

b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

OTD 6222

Research 4: Qualitative Research

Course continues sequence of research and scholarship classes designed for OT practice and scholarship. Focus will be on qualitative research.

**ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
PROGRAM IN OCCUPATIONAL THERAPY
OCCUPATIONAL THERAPY DOCTORATE PROGRAM**

Course Number & Title OTD 6222: Research 4: Qualitative Research

Credit Hours: 2 Semester Credit Hours (2 hrs/week x 15 weeks= 30 clock hrs)

PLACEMENT: Semester Four, Spring, Year Two

FACULTY: TBA

COURSE DESCRIPTION: This is the fourth course in the sequence of research and scholarship classes designed to provide the entry level occupational therapist with the skills necessary for practice and scholarship. The class will have both didactic and application components. A primary focus will be on qualitative research.

STUDENT Learning Objectives

1. Critique the validity of research studies, including their design (both qualitative and quantitative) and methodology.
2. Apply fundamental theory of qualitative methods.
3. Document the evolution of qualitative methods in occupational science and occupational therapy.
4. Identify and evaluate the impact of contextual factors on the management and delivery of occupational therapy services for individuals and populations.
5. Critique a qualitatively based study in occupational therapy or occupational science.
6. Explain the increase in validity of an ipsative approach to occupational therapy evaluation, assessment, and aspects of research.
7. Identify how the Genome project funded by the NIH will increase an ipsative approach to health care.

TEACHING STRATEGIES:

Lecture, guided discussion, independent library research, assigned and self-selected readings, oral and written assignments, midterm and final examination in addition to laboratory experiences.

EVALUATION STRATEGIES:

(See grading criteria, grading rubrics, & assignments described on Blackboard Learn)

Competency based outcomes measured by:

20% Midterm

20% Final

60% Participation in group qualitative research project

Required Texts:

Cook, J (2001). *Qualitative Research in Occupational Therapy: Strategies and Experiences*. Australia: Delmar Press.

Creswell, JW (2013). (3rd Ed) *Qualitative Inquiry and Research Design: Choosing Among 5 Approaches*. Thousand Oaks, CA: Sage

Miles, MB, & Huberman, AM (1994). *An Expanded Sourcebook: Qualitative Data Analysis*. Thousand Oaks, CA: Sage

Schensul, J , LeCompte MD, et.al (1999). *Using Ethnographic Data*. Thousand Oaks, CA: Sage

COURSE POLICIES:

1. The College of Nursing and Health Professions values academic integrity. An Honor Code is used within the College and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the department specific handbooks. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.
2. Assignments should be submitted by the due date. Late Assignments will not be accepted unless an exception is negotiated with the Instructor **prior** to the assignment due date.
3. Classes are mandatory and must be attended. Participation is required and evaluated.
4. ALL official communication, notices or announcements will be sent through the student's ASU EMAIL account ONLY. The student is accountable for checking this account on a regular basis (daily or every other day) and is accountable for all official communication. It is the student's responsibility to keep the email account viable, enabled to receive email transmissions and blackboard access on a daily basis.

Access BlackboardLearn: Course Documents/ Information at course website for additional resources and guidelines. Also, see downloads available from Information Technology Services (ITS) for the use of BlackboardLearn.

Schedule of Classes OTD 6222 Research 4: Qualitative Research

Session 1	Course overview
Session 2	The individual, ipsative point of view
Session 3	Critically appraise of qualitative research paper in occupational therapy
Session 4	Critically appraise a qualitative research paper in occupational therapy - 2
Session 5	Setting one's world view for qualitative research – statement of orientation and viewpoint
Session 6	Developing a strategic plan for qualitative research
Session 7	Methods for rigor, reliability and validity Midterm
Session 8	Collecting qualitative data
Session 9	Qualitative data analysis 1
Session 10	Qualitative data analysis 2
Session 11	Qualitative data analysis 3
Session 12	Writing up qualitative research
Session 13	Writing up qualitative research final
Session 14	Group presentations 1
Session 15	Group presentations 2

Code #

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course** (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

OTD 6231

2. 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).

Level 1 Fieldwork: Interprofessional Practice

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Internship.

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

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

Level I fieldwork is essential for allowing the students to integrate and apply knowledge and understanding from coursework. This fieldwork will focus on interprofessional practice in many clinical and community based settings.

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?

Admission to OTD program

b. Why?

Selective OTD program admission

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

Fall, year 2.

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

Susan Hanrahan, PhD, PT

Arkansas State University – Jonesboro

870-972-3112

hanrahan@astate.edu

11. Proposed Starting Term/Year

Fall 2016

12. Is this course in support of a new program? Yes

If yes, what program?

Occupational Therapy Doctorate Program (OTD)

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

If yes, what course?

Enter text...

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

Upon completion of this course, the student learner will have been given the opportunity to:

1. Participate in experiences in a setting that enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.
2. Identify the impact of pathology, impairment, functional limitations and disability on occupational performance.
3. Identify the roles of those in service provision related to IPE and mental health.
4. Recognize the various professions involved in health and human services.
5. Apply knowledge learned in the curriculum to the professional practice setting.
6. Develop comfort and skill in interviewing clients and communicates with others.
7. Demonstrate appreciation for clients and populations of diverse backgrounds.
8. Communicate relevant observations through oral and written means of incorporating professional terminology.
9. Understand mental health and threats to it when practicing as an occupational therapist.
10. Understand interprofessional practice when practicing as an occupational therapist.
11. Discuss professional responsibilities related to liability issues under current models of service provision.
12. Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, communities, colleagues, other health providers, and the public in a professionally acceptable manner.
13. Effectively communicate, coordinate, and work interprofessionally with those who provide services to individuals, organizations, and or populations in order to clarify each member's responsibility in executing components of an intervention plan.

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.

Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013.)

c. Student population served.

Students admitted to OTD program

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

Doctoral entry level course as per accreditation guidelines

16. 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.)

Students complete Level I fieldwork placements in many clinical and community based and medical settings. These include but are not limited to day care centers, schools, neighborhood centers, hospitals, clinics, rehabilitation clinics, outpatient practices, home care, homeless shelters, jails, and community centers. Level I fieldwork may also include services management and administrative experiences in occupational therapy settings, community agencies, or environmental analysis experiences. Populations may include disabled or well populations, age specific or diagnosis related clients. This fieldwork experience is in interprofessional practice and mental health, in or with related agencies or governmental settings

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Fieldwork - one full week at a site, or by participating 4 hours per week for 10 weeks.

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

Internship/fieldwork

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Supported by OT faculty; No additional classroom space is needed.

20. What is the primary intended learning goal for students enrolled in this course?
Application of learned OT skills relative to interprofessional practice and mental health.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

TEXTBOOKS REQUIRED:

Sladyk, K (2004). The Successful Occupational Therapy Fieldwork Student. Slack, Inc.

b. Number of pages of reading required per week: 10

c. Number of pages of writing required over the course of the semester: 7

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain: N/A

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
Evaluate various aspects of the OT clinical environment in mental health setting.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

Observe interdisciplinary teams and practice frameworks in mental health settings.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Student evaluation of fieldwork experience tool. (attached)

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Participate in orientation procedures of clinical facility.

Learning Activity:

Evaluate orientation with list relative to adequacy, organization, and timeliness.

Assessment Tool:

Student evaluation of fieldwork experience tool. (attached)

Outcome #3:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

Minimally

Indirectly

Directly

b. Thinking Critically

Minimally

Indirectly

Directly

c. Using Technology

Minimally

Indirectly

Directly

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

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OTD 6231

Level 1 Fieldwork: Interprofessional Practice

Level 1 fieldwork is essential for allowing the students to integrate and apply knowledge and understanding from coursework. This fieldwork will focus on interprofessional practice in many clinical and community based settings.

**ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
PROGRAM IN OCCUPATIONAL THERAPY
OCCUPATIONAL THERAPY DOCTORATE PROGRAM**

Course Number & Title OTD 6231 Level 1 Fieldwork: Interprofessional Practice

Credit Hours: 1 semester hour (equivalent of 40 hours) This may be accomplished by doing one full week at a site, or by participating 4 hours per week for 10 weeks

PLACEMENT: Semester Five, fall, year two

FACULTY: TBA

COURSE DESCRIPTION: Level 1 fieldwork is essential in allowing a student to integrate and apply knowledge and understanding from coursework in a real life setting, it is practice in context and learning by doing. This is the final level I learning experience to support the didactic and laboratory coursework of the student. Level 1 experiences are integral to the curricular design and include direct observation and participation in select aspects of care. Level 1 experiences may related to occupational therapy service delivery, or may be under the supervision of related professionals in a variety of practice environments to enhance student understanding.

Students complete Level 1 fieldwork placements in many clinical and community based and medical settings. These include but are not limited to day care centers, schools, neighborhood centers, hospitals, clinics, rehabilitation clinics, outpatient practices, home care, homeless shelters, jails, and community centers. Level 1 fieldwork may also include services management and administrative experiences in occupational therapy settings, community agencies, or environmental analysis experiences. Populations may include disabled or well populations, age specific or diagnosis related clients. This fieldwork experience is in interprofessional practice and mental health, in or with related agencies or governmental settings.

STUDENT LEARNER OUTCOMES: Upon completion of this course, the student learner will have been given the opportunity to:

1. Participate in experiences in a setting that enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.
2. Identify the impact of pathology, impairment, functional limitations and disability on occupational performance.
3. Identify the roles of those in service provision related to IPE and mental health.
4. Recognize the various professions involved in health and human services.
5. Apply knowledge learned in the curriculum to the professional practice setting.
6. Develop comfort and skill in interviewing clients and communicates with others.
7. Demonstrate appreciation for clients and populations of diverse backgrounds.
8. Communicate relevant observations through oral and written means of incorporating

- professional terminology.
9. Understand mental health and threats to it when practicing as an occupational therapist.
 10. Understand interprofessional practice when practicing as an occupational therapist.
 11. Discuss professional responsibilities related to liability issues under current models of service provision.
 12. Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, communities, colleagues, other health providers, and the public in a professionally acceptable manner.
 13. Effectively communicate, coordinate, and work interprofessionally with those who provide services to individuals, organizations, and or populations in order to clarify each member's responsibility in executing components of an intervention plan.

EVALUATION STRATEGIES:

25% Student evaluation of fieldwork experience

50% Level I Fieldwork Student Evaluation (to be completed by supervisor) including the rating categories

- Professional Behavior
- Roles and responsibilities
- Professional reasoning
- Participation in supervisory process
- Observation skills
- Verbal and interprofessional communication
- Interpersonal skills
- Ethics
- Values
- Teamwork

25% Occupational Profile

TEXTBOOKS REQUIRED:

Sladyk, K (2004). *The Successful Occupational Therapy Fieldwork Student*. Slack, Inc.

COURSE POLICIES:

1. The College of Nursing and Health Professions values academic integrity. An Honor Code is used within the College and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the department specific handbooks. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.
2. Assignments should be submitted by the due date. Late Assignments will not be accepted unless an exception is negotiated with the Instructor **prior** to the assignment due date.
3. Classes are mandatory and must be attended. Participation is required and evaluated.
4. ALL official communication, notices or announcements will be sent through the student's ASU EMAIL account ONLY. The student is accountable for checking this account on a regular basis (daily or every other day) and is accountable for all official communication. It is the student's responsibility to keep the email account viable, enabled to receive email transmissions and

blackboard access on a daily basis.

Access BlackboardLearn: Course Documents/ Information at course website for additional resources and guidelines. Also, see downloads available from Information Technology Services (ITS) for the use of BlackboardLearn.

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Instructions to the Student:

Complete this STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE) form before your final meeting with your fieldwork supervisor(s). It is imperative that you review the form with your supervisor and that both parties sign on page 1. Copy the form so that a copy remains at the site and a copy is forwarded to your Academic Fieldwork Coordinator at your educational program. This information may be reviewed by future students as well. The evaluation of the student (FWPE) should be reviewed first, followed by the student's evaluation of the fieldwork experience (SEFWE), allowing the student to be honest and constructive.

Fieldwork Site _____ Site Code _____

Address _____

Placement Dates: from _____ to _____

Order of Placement: [] First [] Second [] Third [] Fourth

Living Accommodations: *(include type, cost, location, condition)*

Public transportation in the area:

Please write your e-mail address here if you don't mind future students contacting you to ask you about your experience at this site: _____

We have mutually shared and clarified this Student Evaluation of the Fieldwork Experience report.

Student's Signature

FW Educator's Signature

Student's Name *(Please Print)*

FW Educator's Name and credentials *(Please Print)*

FW Educator's years of experience _____

ORIENTATION

Indicate your view of the orientation by *checking* "Satisfactory" (S) or "Needs Improvement" (I) regarding the three factors of adequacy, organization, and timeliness.

TOPIC	Adequate		Organized		Timely		NA
	S	I	S	I	S	I	
1. Site-specific fieldwork objectives							
2. Student supervision process							
3. Requirements/assignments for students							
4. Student schedule (daily/weekly/monthly)							
5. Staff introductions							
6. Overview of physical facilities							
7. Agency/Department mission							
8. Overview of organizational structure							
9. Services provided by the agency							
10. Agency/Department policies and procedures							
11. Role of other team members							
12. Documentation procedures							
13. Safety and emergency procedures							
14. Confidentiality/HIPAA							
15. OSHA—Standard precautions							
16. Community resources for service recipients							
17. Department model of practice							
18. Role of occupational therapy services							
19. Methods for evaluating OT services							
20. Other							

Comments or suggestions regarding your orientation to this fieldwork placement:

CASELOAD

List approximate number of each age category in your caseload.

Age	Number
0–3 years old	
3–5 years old	
6–12 years old	
13–21 years old	
22–65 years old	
> 65 years old	

List approximate number of each primary condition/problem/diagnosis in your caseload

Condition/Problem	Number

OCCUPATIONAL THERAPY PROCESS

Indicate the approximate number of screenings/evaluations you did; also indicate their value to your learning experience by *circling* the appropriate number with #1 being least valuable and #5 being the most valuable.

	REQUIRED		HOW MANY	EDUCATIONAL VALUE				
	Yes	No		1	2	3	4	5
1. Client/patient screening				1	2	3	4	5
2. Client/patient evaluations <i>(Use specific names of evaluations)</i>								
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
3. Written treatment/care plans				1	2	3	4	5
4. Discharge summary				1	2	3	4	5

List major therapeutic interventions frequently used and indicate whether it was provided in group, individually, Co-Treatment, or consultation. List other professionals involved.

Therapeutic Interventions	Individual	Group	Co-Tx	Consultation
Occupation-based activity, i.e., play, shopping, ADL, IADL, work, school activities, etc. (within client's own context with his or her goals)				
1.				
2.				
3.				
4.				
Purposeful activity (therapeutic context leading to occupation)				
1.				
2.				
3.				
4.				

Preparatory methods, i.e., sensory, PAMs, splinting, exercise, etc. (preparation for occupation-based activity)				
1.				
2.				
3.				
4.				

THEORY—FRAMES OF REFERENCE—MODELS OF PRACTICE

Indicate frequency of theory/frames of reference used

	Never	Rarely	Occasionally	Frequently
Model of Human Occupation				
Occupational Adaptation				
Ecology of Human Performance				
Person–Environment–Occupation Model				
Biomechanical Frame of Reference				
Rehabilitation Frame of Reference				
Neurodevelopmental Theory				
Sensory Integration				
Behaviorism				
Cognitive Theory				
Cognitive Disability Frame of Reference				
Motor Learning Frame of Reference				
Other (list)				

FIELDWORK ASSIGNMENTS

List the types of assignments required of you at this placement (check all that apply), and indicate their educational value (1 = not valuable ----- 5 = very valuable)

Case study applying the Practice Framework	1	2	3	4	5	N/A
Evidence-based practice presentation:	1	2	3	4	5	N/A
Topic:						
Revision of site-specific fieldwork objectives	1	2	3	4	5	N/A
Program development	1	2	3	4	5	N/A
Topic:						
In-service/presentation	1	2	3	4	5	N/A
Topic:						
Research	1	2	3	4	5	N/A
Topic:						

Other (list)	1	2	3	4	5
ASPECTS OF THE ENVIRONMENT	1 = Rarely 2 = Occasionally 3 = Frequently 4 = Consistently				
	1	2	3	4	
Staff and administration demonstrated cultural sensitivity					
The Practice Framework was integrated into practice					
Student work area/supplies/equipment were adequate					
Opportunities to collaborate with and/or supervise OTs, OTAs, and/or aides					
Opportunities to network with other professionals					
Opportunities to interact with other OT students					
Opportunities to interact with students from other disciplines					
Staff used a team approach to care					
Opportunities to observe role modeling of therapeutic relationships					
Opportunities to expand knowledge of community resources					
Opportunities to participate in research					
Additional educational opportunities (<i>specify</i>):					
How would you describe the pace of this setting? (circle one)	Slow	Med	Fast		
Types of documentation used in this setting:					
Ending student caseload expectation: _____ # of clients per week or day					
Ending student productivity expectation: _____ % per day (direct care)					

SUPERVISION

What was the primary model of supervision used? (check one)

one supervisor : one student
 one supervisor ; group of students
 two supervisors : one student
 one supervisor : two students
 distant supervision (primarily off-site)
 three or more supervisors : one student (count person as supervisor if supervision occurred at least weekly)

List fieldwork educators who participated in your learning experience.

Name	Credentials	Frequency	Individual	Group
1.				
2.				
3.				
4.				
5.				

ACADEMIC PREPARATION

Rate the relevance and adequacy of your academic coursework relative to the needs of **THIS** fieldwork placement, *circling* the appropriate number. (Note: may attach own course number)

	Adequacy for Placement					Relevance for Placement				
	Low				High	Low				High
Anatomy and Kinesiology	1	2	3	4	5	1	2	3	4	5
Neurodevelopment	1	2	3	4	5	1	2	3	4	5
Human development	1	2	3	4	5	1	2	3	4	5
Evaluation	1	2	3	4	5	1	2	3	4	5
Intervention planning	1	2	3	4	5	1	2	3	4	5
Interventions (individual, group, activities, methods)	1	2	3	4	5	1	2	3	4	5
Theory	1	2	3	4	5	1	2	3	4	5
Documentation skills	1	2	3	4	5	1	2	3	4	5
Leadership	1	2	3	4	5	1	2	3	4	5
Professional behavior and communication	1	2	3	4	5	1	2	3	4	5
Therapeutic use of self	1	2	3	4	5	1	2	3	4	5
Level I fieldwork	1	2	3	4	5	1	2	3	4	5
Program development	1	2	3	4	5	1	2	3	4	5

What were the strongest aspects of your academic program relevant to preparing you for THIS Level II fieldwork experience? Indicate your top 5.

<input type="checkbox"/> Informatics	<input type="checkbox"/> Occ. as Life Org	<input type="checkbox"/> A & K	<input type="checkbox"/> Foundations	<input type="checkbox"/> Level I FW
<input type="checkbox"/> Pathology	<input type="checkbox"/> Neuro	<input type="checkbox"/> Administration	<input type="checkbox"/> Theory	<input type="checkbox"/> Peds electives
<input type="checkbox"/> Env. Competence	<input type="checkbox"/> Research courses	<input type="checkbox"/> Prog design/eval	<input type="checkbox"/> Consult/collab	<input type="checkbox"/> Older adult elect.
<input type="checkbox"/> Interventions	<input type="checkbox"/> Evaluations	<input type="checkbox"/> Adapting Env	<input type="checkbox"/> Human comp.	<input type="checkbox"/> Community elect.
<input type="checkbox"/> Social Roles	<input type="checkbox"/> History	<input type="checkbox"/> Occupational Sci	<input type="checkbox"/> Other:	

What changes would you recommend in your academic program relative to the needs of **THIS** Level II fieldwork experience?

SUMMARY

1 = Strongly disagree 2 = Disagree 3 = No Opinion 4 = Agree 5 = Strongly agree					
	1	2	3	4	5
Expectations of fieldwork experience were clearly defined					
Expectations were challenging but not overwhelming					
Experiences supported student's professional development					
Experiences matched student's expectations					

What particular qualities or personal performance skills do you feel that a student should have to function successfully on this fieldwork placement?

What advice do you have for future students who wish to prepare for this placement?

- Study the following evaluations:

- Study the following intervention methods:

- Read up on the following in advance:

Overall, what changes would you recommend in this Level II fieldwork experience?

Please feel free to add any further comments, descriptions, or information concerning your fieldwork at this center.

Indicate the number that seems descriptive of each fieldwork educator. Please make a copy of this page for each individual.

1 = Strongly Disagree
 2 = Disagree
 3 = No opinion
 4 = Agree
 5 = Strongly agree

FIELDWORK EDUCATOR

NAME: _____

FIELDWORK EDUCATOR YEARS OF EXPERIENCE: _____

1 2 3 4 5

Provided ongoing positive feedback in a timely manner					
Provided ongoing constructive feedback in a timely manner					
Reviewed written work in a timely manner					
Made specific suggestions to student to improve performance					
Provided clear performance expectations					
Sequenced learning experiences to grade progression					
Used a variety of instructional strategies					
Taught knowledge and skills to facilitate learning and challenge student					
Identified resources to promote student development					
Presented clear explanations					
Facilitated student's clinical reasoning					
Used a variety of supervisory approaches to facilitate student performance					
Elicited and responded to student feedback and concerns					
Adjusted responsibilities to facilitate student's growth					
Supervision changed as fieldwork progressed					
Provided a positive role model of professional behavior in practice					
Modeled and encouraged occupation-based practice					
Modeled and encouraged client-centered practice					
Modeled and encouraged evidence-based practice					

Frequency of meetings/types of meetings with supervisor (value/frequency):

General comments on supervision: _____

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

OTD 6243

2. 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).

Professional Practice Seminar

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.
Seminar

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

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

This is a professional practice seminar designed to develop a student regarding professional values, professional demeanor, professional writing and communication and professional service. It sets the stage for lifelong learning in which an occupational therapist must engage.

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?

Admission to OTD program

b. Why?

Selective OTD program admission

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

Fall, year 2.

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

Susan Hanrahan, PhD, PT

Arkansas State University – Jonesboro

870-972-3112

hanrahan@astate.edu

11. Proposed Starting Term/Year

Fall 2016

12. Is this course in support of a new program? Yes

If yes, what program?

OCCUPATIONAL THERAPY DOCTORATE PROGRAM (OTD)

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

If yes, what course?

Enter text...

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

Upon completion of this course, the student learner will have been given the opportunity to:

1. Identify and describe the importance of values in professional development.
2. Identify and describe the importance of ethics in professional development.
3. Identify and describe the value of lifelong learning in professional development.
4. Synthesize principles of conflict resolution in ethics.
5. Synthesize principles of conflict resolution regarding personality clashes.
6. Synthesize principles of conflict resolution regarding patient safety.
7. Synthesize principles of conflict resolution with billing versus patient needs.
8. Identify and locate the specialty areas in occupational therapy, the national board certification organization, and any pertinent related organizations for occupational therapy.
9. Identify and select one professional conference to which to submit a poster or paper proposal.
10. Summarize an article related to professional development in occupational therapy.
11. Summarize an article related to professional development outside of occupational therapy.
12. Summarize interprofessional competencies for the 21st century.
13. Synthesize what is learned from Leadership in interprofessional health education.
14. Identify the student's temperament type using the Kiersey Temperament Scale.

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.

Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013.)

c. Student population served.

Students admitted to OTD program

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

Doctoral entry level course as per accreditation guidelines

16. 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.)

Session 1	Introduction and seminar overview/expectations IPE competencies for the 21st century
Session 2	IPE – Context, complexity and challenge
Session 3	IPE and the common good
Session 4	IPE – History and Regs for Accreditors
Session 5	Grounding IPE in theory
Session 6	Issues related to IPE assessment
Session 7	Ethics and values in professional development
Session 8	Article presentation 1
Session 9	Article presentation 2
Session 10	Case simulation and reflection
Session 11	Case simulation and reflection
Session 12	Case simulation and reflection
Session 13	Case simulation and reflection
Session 14	Presentations and reflections on events attended
Session 15	Presentations and reflections on events attended

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Guided discussion, independent library research, assigned and self-selected readings, oral and written assignments, midterm and final examination. Laboratory experiences.

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

Some students visits

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
Supported by OT faculty; No additional classroom space is needed.

20. What is the primary intended learning goal for students enrolled in this course?
Identification of variables that capture professional development and life long learning.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

TEXTBOOKS REQUIRED:

AOTA. Occupational Therapy Code of Ethics. Bethesda, MD: AOTA.

Interprofessionnal Competencies for the 21st Century. PEW Foundation Report.

Royeen, C.B., Jensen, G.M., and Harvan, (2008). Leadership in Interprofessionnal Health Education. New York: Jones and Bartlett.

DeVito, JA (2004). The Interpersonal Communication Book. Boston: Pearson

Kiersey, D., & Bates, M. (2984). Please Understand Me: Character and Temperament Types. Del Mar, CA: Nemesis Books.

Taylor, R. (2007). The Intentional Relationship: Occupational Therapy and the Use of Self. Philadelphia: FA Davis.

Supplemental Textbooks (Optional):

American Psychological Association. (2012). Publication Manual of the American Psychological Association (6th ed.). Washington, DC: American Psychological Association.

American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders DSM--5. (5th Edition). Washington, DC: American Psychiatric Press.

Beers, M., Porter, R.S., & Jones, T.V. (Eds.) (2006). The Merck Manual 18th Edition.

b. Number of pages of reading required per week: 25

c. Number of pages of writing required over the course of the semester: 15

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain: N/A

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)

Describe the importance of values in professional development.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Enact an assigned self-analysis of values through posting on blackboard.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Grading rubric (evidence of minimum of 3 values developed)

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Synthesize Principles of conflict resolution in ethics.

Learning Activity:

Case simulation of ethical dilemma.

Assessment Tool:

Rubric of ethical decision making tool criteria.

Outcome #3:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

Minimally

Indirectly

Directly

b. Thinking Critically

Minimally

Indirectly

Directly

c. Using Technology

Minimally

Indirectly

Directly

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5. Right-click on the highlighted area.
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7. Minimize the bulletin and maximize this page.
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OTD 6243

Professional Practice Seminar

This is a professional practice seminar designed to develop a student regarding professional values, professional demeanor, professional writing and communication and professional service. It sets the stage for lifelong learning in which an occupational therapist must engage.

**ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
PROGRAM IN OCCUPATIONAL THERAPY
OCCUPATIONAL THERAPY DOCTORATE PROGRAM**

Course Title: OTD 6243: Professional Practice Seminar

Credit Hours: 3 Semester Credit Hours (3 hrs/week x 15 weeks=45 clock hrs)

PLACEMENT: Semester Five, Fall, Year Two

FACULTY: TBA

COURSE DESCRIPTION: This is a seminar course dedicated to development of the student regarding professional values, professional demeanor, professional writing and communication and professional service. It sets the stage for the lifelong learning in which an occupational therapist must engage.

STUDENT LEARNER OUTCOMES: Upon completion of this course, the student learner will have been given the opportunity to:

1. Identify and describe the importance of values in professional development.
2. Identify and describe the importance of ethics in professional development.
3. Identify and describe the value of lifelong learning in professional development.
4. Synthesize principles of conflict resolution in ethics.
5. Synthesize principles of conflict resolution regarding personality clashes.
6. Synthesize principles of conflict resolution regarding patient safety.
7. Synthesize principles of conflict resolution with billing versus patient needs.
8. Identify and locate the specialty areas in occupational therapy, the national board certification organization, and any pertinent related organizations for occupational therapy.
9. Identify and select one professional conference to which to submit a poster or paper proposal.
10. Summarize an article related to professional development in occupational therapy.
11. Summarize an article related to professional development outside of occupational therapy.
12. Summarize interprofessional competencies for the 21st century.
13. Synthesize what is learned from Leadership in interprofessional health education.
14. Identify the student's temperament type using the Kiersey Temperament Scale.

TEACHING STRATEGIES:

Seminar, guided discussion, independent library research, assigned and self-selected readings, oral and written assignments, midterm and final examination. Laboratory experiences.

EVALUATION STRATEGIES:

(See grading criteria, grading rubrics, & assignments described on Blackboard Learn)

10% Article presentation 1

10% Article presentation 2

15% Case simulation and reflection 1

- 15% Case simulation and reflection 2
- 15% Case simulation and reflection 3
- 15% Case simulation and reflection 4
- 20% Discussion

TEXTBOOKS REQUIRED:

AOTA. Occupational Therapy Code of Ethics. Bethesda, MD: AOTA.

Interprofessional Competencies for the 21st Century. PEW Foundation Report.

Royeen, C.B., Jensen, G.M., and Harvan, (2008). Leadership in Interprofessional Health Education. New York: Jones and Bartlett.

DeVito, JA (2004). The Interpersonal Communication Book. Boston: Pearson

Kiersey, D., & Bates, M. (2984). Please Understand Me: Character and Temperament Types. Del Mar, CA: Nemesis Books.

Taylor, R. (2007). The Intentional Relationship: Occupational Therapy and the Use of Self. Philadelphia: FA Davis.

Supplemental Textbooks (Optional):

American Psychological Association. (2012). Publication Manual of the American Psychological Association (6th ed.). Washington, DC: American Psychological Association.

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Beers, M., Porter, R.S., & Jones, T.V. (Eds.) (2006). The Merck Manual 18th Edition.

COURSE POLICIES:

1. The College of Nursing and Health Professions values academic integrity. An Honor Code is used within the College and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the department specific handbooks. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.
2. Assignments should be submitted by the due date. Late Assignments will not be accepted unless an exception is negotiated with the Instructor **prior** to the assignment due date.
3. Classes are mandatory and must be attended. Participation is required and evaluated.
4. ALL official communication, notices or announcements will be sent through the student's ASU EMAIL account ONLY. The student is accountable for checking this account on a regular basis (daily or every other day) and is accountable for all official communication. It is the student's responsibility to keep the email account viable, enabled to receive email transmissions and blackboard access on a daily basis.

Access BlackboardLearn: Course Documents/ Information at course website for additional resources and

guidelines. Also, see downloads available from Information Technology Services (ITS) for the use of BlackboardLearn.

Schedule of Classes OTD 6243: Professional Practice Seminar

Session 1	Introduction and seminar overview/expectations IPE competencies for the 21 st century
Session 2	IPE – Context, complexity and challenge
Session 3	IPE and the common good
Session 4	IPE – History and Regs for Accreditors
Session 5	Grounding IPE in theory
Session 6	Issues related to IPE assessment
Session 7	Ethics and values in professional development
Session 8	Article presentation 1
Session 9	Article presentation 2
Session 10	Case simulation and reflection
Session 11	Case simulation and reflection
Session 12	Case simulation and reflection
Session 13	Case simulation and reflection
Session 14	Presentations and reflections on events attended
Session 15	Presentations and reflections on events attended

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

OTD 7213

2. 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).

Practice 6: Population Health

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture and lab

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

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

Course designed around the core of occupational therapy, "occupation-based practice" with an emphasis on a public health framework with population-based interventions.

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?

Admission to OTD program..

b. Why?

Selective OTD program admission

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

Fall, year 3.

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

Susan Hanrahan, PhD, PT

Arkansas State University – Jonesboro

870-972-3112

hanrahan@astate.edu

11. Proposed Starting Term/Year

Fall / 2017

12. Is this course in support of a new program? Yes

If yes, what program?

Occupational Therapy Doctorate Program (OTD)

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

If yes, what course?

Enter text...

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

1. Demonstrate knowledge of global social issues and prevailing health and welfare needs of those with or at risk for disabilities and chronic health conditions.

2. 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.
3. Demonstrate an understanding of health and neuroscience literacy and the ability to educate and train the client, caregiver, family and significant others, and communities to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion and safety.
4. Provide population based occupational therapy intervention that addresses occupational needs as identified by a community.
5. Apply theoretical constructs to evaluation and intervention with various types or clients in a variety of practice contexts and environments, including population based approaches to analyze and affect program related to occupational performance and participation.
6. Express support for the quality of life, wellbeing and occupation of the individual group, or population to promote physical and mental health and prevention of injury and disease considering the environment (e.g., personal, temporal, virtual) and environment.

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.

Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013.)

c. Student population served.

Students admitted to OTD program

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

Doctoral entry level course is an upper level course in the OTD plan of study requiring completion of prior fieldwork courses.

16. 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.)

Session 1	What is occupation based practice in population health? Why is it important?
Session 2	What is epidemiology?
Session 3	Part 2
Session 4	What are global social issues and prevailing health and welfare needs of those with or at risk for disabilities and chronic health conditions?
Session 5	Part 2
Session 6	What is appropriate home and community programming to support performance in the client's natural environment and participation in all contexts relevant to the client?
Session 7	Part 2
Session 8	What is health and neuroscience literacy and the ability to educate and train the client, caregiver, family and significant others, and communities to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion and safety?
Session 9	Part 2
Session 10	What is population based occupational therapy intervention that addresses occupational needs as identified by a community?
Session 11	Part 2
Session 12	What are theoretical constructs to evaluation and intervention with various types or clients in a variety of practice contexts and environments, including population based approaches to analyze and affect program related to occupational performance and participation?
Session 13	Part 2
Session 14	How does occupational therapy express support for the quality of life, wellbeing and occupation of the individual group, or population to promote physical and mental health and prevention of injury and disease
Session 15	Part 2

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Lecture, guided discussion, independent library research, assigned and self-selected readings, oral and written assignments, midterm and final examination in addition to laboratory experiences

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

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
Supported by OT faculty; No additional classroom space is needed.

20. What is the primary intended learning goal for students enrolled in this course?
Documentation of knowledge and skills related to population based care.

21. Reading and writing requirements:
a. Name of book, author, edition, company and year

Required Texts:

Kronenberg, F., Algado, SS, & Pollard, N (2005). Occupational Therapy Without Borders: Leading from the Spirit of Survivors. Edinburgh: Elsevier.

Rothman, KJ (2012). Epidemiology: An Introduction. (2nd Edition) New York, New York. Oxford University Press, Inc.

Porta, M. (2008) A Dictionary of Epidemiology. (5th Edition). New York, New York. Oxford University Press, Inc.

Watson, DE, & Wilson, SA (2003). Task Analysis: An Individual and Population Approach. 2nd ed. Bethesda, MD: AOTA Press.

b. Number of pages of reading required per week: 35
c. Number of pages of writing required over the course of the semester: 10

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain: N/A

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
Demonstrate knowledge of global social issues and prevailing health and welfare needs of those at risk for a disability and chronic health conditions.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Case review of population health need.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Grading Rubric criteria specific to population needs of the Delta.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Develop appropriate home and community programming to support a client's performance in natural environments.

Learning Activity:

Critically appraise an intervention plan for community integration using provided assessment format.

Assessment Tool:

Grading rubric of assessment of critical appraisal.

Outcome #3:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

- Minimally
- Indirectly
- Directly

b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.

6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

OTD 7213

Practice 6: Population Health

Course designed around the core of occupational therapy, "occupation-based practice" with an emphasis on a public health framework with population-based interventions.

**ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
PROGRAM IN OCCUPATIONAL THERAPY
OCCUPATIONAL THERAPY DOCTORATE PROGRAM**

Course Number & Title OTD 7213 Practice 6: Population Health

Credit Hours: 3 Semester Credit Hours (3 hrs/week x 15 weeks= 45 clock hrs)

PLACEMENT: Semester Eight, fall, Year 3

FACULTY: TBA

COURSE DESCRIPTION: Course is designed around the core of occupational therapy, “occupation-based practice” with an emphasis on a public health framework with population-based interventions.

STUDENT LEARNING OUTCOMES:

1. Demonstrate knowledge of global social issues and prevailing health and welfare needs of those at risk for disabilities and chronic health conditions.
2. 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.
3. Demonstrate an understanding of health *and neuroscience literacy* and the ability to educate and train the client, caregiver, family and significant others, and communities to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion and safety.
4. Provide population based occupational therapy intervention that addresses occupational needs as identified by a community.
5. Apply theoretical constructs to evaluation and intervention with various types or clients in a variety of practice contexts and environments, including population based approaches to analyze and affect program related to occupational performance and participation.
6. Express support for the quality of life, wellbeing and occupation of the individual group, or population to promote physical and mental health and prevention of injury and disease considering the environment (e.g., personal, temporal, virtual) and environment.

TEACHING STRATEGIES:

Lecture, guided discussion, independent library research, assigned and self-selected readings, oral and written assignments, midterm and final examination in addition to laboratory experiences.

EVALUATION STRATEGIES:

(See grading criteria, grading rubrics, & assignments described on Blackboard Learn)

- 15% Midterm Exam
- 15% Final Exam
- 10% Class participation and attendance
- 10% Case review
- 10% Case review

- 10% Treatment Planning
- 10% Treatment Planning
- 10% Referral
- 10% Documentation

Required Texts:

Kronenberg, F., Algado, SS, & Pollard, N (2005). Occupational Therapy Without Borders: Leading from the Spirit of Survivors. Edinburgh: Elsevier.

Rothman, KJ (2012). Epidemiology: An Introduction. (2nd Edition) New York, New York. Oxford University Press, Inc.

Porta, M. (2008) A Dictionary of Epidemiology. (5th Edition). New York, New York. Oxford University Press, Inc.

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3. Classes are mandatory and must be attended. Participation is required and evaluated.
4. ALL official communication, notices or announcements will be sent through the student's ASU EMAIL account ONLY. The student is accountable for checking this account on a regular basis (daily or every other day) and is accountable for all official communication. It is the student's responsibility to keep the email account viable, enabled to receive email transmissions and blackboard access on a daily basis.

Access BlackboardLearn: Course Documents/ Information at course website for additional resources and guidelines. Also, see downloads available from Information Technology Services (ITS) for the use of BlackboardLearn.

Schedule of Classes OTD 7213 Practice 6: Population Health

Session 1	What is occupation based practice in population health? Why is it important?
Session 2	What is epidemiology?
Session 3	Part 2
Session 4	What are global social issues and prevailing health and welfare needs of with or at risk for disabilities and chronic health conditions?
Session 5	Part 2
Session 6	What is appropriate home and community programming to support performance in the client's natural environment and participation in all contexts relevant to the client?
Session 7	Part 2
Session 8	What is health <i>and neuroscience literacy</i> and the ability to educate and train the client, caregiver, family and significant others, and communities to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion and safety?
Session 9	Part 2
Session 10	What is population based occupational therapy intervention that addresses occupational needs as identified by a community?
Session 11	Part 2
Session 12	What are theoretical constructs to evaluation and intervention with various types or clients in a variety of practice contexts and environments, including population based approaches to analyze and affect program related to occupational performance and participation?
Session 13	Part 2
Session 14	How does occupational therapy express support for the quality of life, wellbeing and occupation of the individual group, or population to promote physical and mental health and prevention of injury and disease
Session 15	Part 2

New/Special Course Proposal-Bulletin Change Transmittal Form

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Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

OTD 7222

2. 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).

Research 5: Scholarship of Application

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

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

Provides the entry level occupational therapist with skills necessary for practice and scholarship. The class will have both didactic and application components. A primary focus will be on lifelong learning of the occupational therapist for professional development..

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?

Admission to OTD program

b. Why?

Selective OTD program admission

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

Fall, year 3.

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

Susan Hanrahan, PhD, PT

Arkansas State University – Jonesboro

870-972-3112

hanrahan@astate.edu

11. Proposed Starting Term/Year

Fall / 2017

12. Is this course in support of a new program? Yes

If yes, what program?

OCCUPATIONAL THERAPY DOCTORATE PROGRAM(OTD)

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

If yes, what course?

Enter text...

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

1. Design a scholarly proposal that includes the research question, relevant literature, sample, design, measurement and data analysis.
2. Implementation of a scholarly study that evaluates professional practice, service delivery, and or scholarship of integration.
3. Relate occupational therapy or occupational science theory to practice and demonstrated synthesis of advanced knowledge in area of practice.
4. Understand the principles and practices of population health.
5. Compare population health practices in the US with a foreign country.
6. Identify the population health practices in the Delta region of Arkansas.
7. Participate in a population health practice in the Delta region of Arkansas..

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.

Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013.)

c. Student population served.

Students admitted to OTD program

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

Doctoral entry level course as per accreditation guidelines

16. 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.)

Week 1	Course overview
Week 2-3	Review epidemiological methods in population based practice to measure disease in populations and identifying outcomes (calculating Health Impact Assessment.)
Week 4	Participate in a population health practice in the Delta region of Arkansas
Week 5	Professional activity to share knowledge gained: poster development at professional forums, podium presentations (electronic and real time), publications (scholarly journals, other)
Week 6	Review components of the Scholarly project proposal, the question
Week 7	Purpose of project plan, executive summary, goals and objectives, scope
Week 8	Project Administration with team member responsibilities interfacing with the organization.
Week 9	Population Health - Arkansas
Week 10	Population Health - Arkansas
Week 11	Population Health - Delta
Week 12	Population Health - Delta
Week 13	Population Health - WHO
Week 14	Population Health - WHO
Week 15	Discussions

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Lecture, guided discussion, independent library research, assigned and self-selected readings, oral and written assignments.

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

Enter text...

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Supported by OT faculty; No additional classroom space is needed.

20. What is the primary intended learning goal for students enrolled in this course?

Application of knowledge as it relates to research and population health that is necessary for practice.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Required Texts:

Kronenberg, F., Algado, SS, & Pollard, N (2005). Occupational therapy without borders: leading from the spirit of survivors. Edinburgh: Elsevier.

Rothman, KJ (2012). Epidemiology: An introduction. Oxford University Press.

Porta, M. (2008) A dictionary of epidemiology. (5th Edition). Oxford University Press.

Watson, DE, & Wilson, SA (2003). Task analysis: An individual and population approach. 2nd ed. Bethesda, MD: AOTA Press.

b. Number of pages of reading required per week: 20

c. Number of pages of writing required over the course of the semester: 25

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)

Understand the principles and practices of population health.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

Design a research question appropriate for use in population health practice and occupational therapy and post it on blackboard site.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Grading rubric with criteria specific to research question.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Design a scholarly proposal.

Learning Activity:

Research proposal based upon level II fieldwork experience.

Assessment Tool:

Grading rubric for research proposal.

Outcome #3:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

- Minimally
- Indirectly
- Directly

b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

OTD 7222

Research 5: Scholarship of Application

Class designed to provide the entry level occupational therapist with skills necessary for practice and scholarship. The class will have both didactic and application components. A primary focus will be on lifelong learning of the occupational therapist for professional development.

**ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
PROGRAM IN OCCUPATIONAL THERAPY
OCCUPATIONAL THERAPY DOCTORATE PROGRAM**

Course Number & Title OTD 7222: Research 5: Scholarship of Application

Credit Hours: 2 Semester Credit Hours (2 hrs/week x 15 weeks= 30 clock hrs)

PLACEMENT: Semester Eight, fall, year 3

FACULTY: TBA

COURSE DESCRIPTION: Provides the entry level occupational therapist with skills necessary for practice and scholarship. The class will have both didactic and application components. A primary focus will be on lifelong learning of the occupational therapist for professional development.

STUDENT LEARNING OUTCOMES:

1. Design a scholarly proposal that includes the research question, relevant literature, sample, design, measurement and data analysis.
2. Implementation of a scholarly study that evaluates professional practice, service delivery, and or scholarship of integration.
3. Relate occupational therapy or occupational science theory to practice and demonstrated synthesis of advanced knowledge in area of practice.
4. Understand the principles and practices of population health.
5. Compare population health practices in the US with a foreign country.
6. Identify the population health practices in the Delta region of Arkansas.
7. Participate in a population health practice in the Delta region of Arkansas.

TEACHING STRATEGIES:

Lecture, guided discussion, independent library research, assigned and self-selected readings, oral and written assignments, in addition to laboratory experiences.

EVALUATION STRATEGIES:

(See grading criteria, grading rubrics, & assignments described on Blackboard Learn)

Competency based outcomes measured by:

- 10 % Participation in delta region project
- 30% Design a scholarly proposal that includes the research question, relevant literature, sample, design, measurement and data analysis
- 30% Write scholarly reports appropriate for presentation or for publication in a peer-reviewed journal or AOTA website dissemination
- 30% Initiate a culminating project that relates occupational therapy or occupational science theory to practice and demonstrated synthesis of advanced knowledge in area of practice and linked to the cognate area of

study the student has selected

Required Texts:

Kronenberg, F., Algado, SS, & Pollard, N (2005). Occupational Therapy Without Borders: Leading From the Spirit of Survivors. Edinburgh: Elsevier.

Rothman, KJ (2012). Epidemiology: An Introduction. Oxford University Press.

Porta, M. (2008). A Dictionary of Epidemiology. (5th Edition). Oxford University Press.

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2. Assignments should be submitted by the due date. Late Assignments will not be accepted unless an exception is negotiated with the Instructor **prior** to the assignment due date.
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4. **ALL** official communication, notices or announcements will be sent through the student's ASU EMAIL account **ONLY**. The student is accountable for checking this account on a regular basis (daily or every other day) and is accountable for all official communication. It is the student's responsibility to keep the email account viable, enabled to receive email transmissions and blackboard access on a daily basis.

Access BlackboardLearn: Course Documents/ Information at course website for additional resources and guidelines. Also, see downloads available from Information Technology Services (ITS) for the use of BlackboardLearn.

Schedule of Classes OTD 7222 Research 5: Scholarship of Application

Week 1	Course overview
Session 2-3	Review epidemiological methods in population based practice to measure disease in populations and identifying outcomes (calculating Health Impact Assessment.)
Week 4	Participate in a population health practice in the Delta region of Arkansas
Week 5	Professional activity to share knowledge gained: poster development at professional forums, podium presentations (electronic and real time), publications (scholarly journals, other)
Week 6	Review components of the Scholarly project proposal, the question
Week 7	Purpose of project plan, executive summary, goals and objectives, scope
Week 8	Project Administration with team member responsibilities interfacing with the organization.
Week 9	Population Health - Arkansas
Week 10	Population Health - Arkansas
Week 11	Population Health - Delta
Week 12	Population Health - Delta
Week 13	Population Health - WHO
Week 14	Population Health - WHO
Week 15	Discussions

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New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

OTD 7232

2. 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).

Advocacy & Leadership

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture.

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

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

Course provides a summary review of the most recent literature and trends in areas of advocacy, leadership and management. This course will assist in preparation for these roles in the professional environment.

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?

Admission to OTD program

b. Why?

Selective OTD program admission

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

Fall, year 3.

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

Susan Hanrahan, PhD, PT

Arkansas State University – Jonesboro

870-972-3112

hanrahan@astate.edu

11. Proposed Starting Term/Year

Fall / 2017

12. Is this course in support of a new program? Yes

If yes, what program?

Occupational Therapy Doctorate Program (OTD)

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

If yes, what course?

Enter text...

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

1. Advocate to consumers, potential employers, colleagues, third part payers, regulatory boards, policymakers, and other audiences, and the general public both the unique nature of occupation as viewed by the profession of occupational therapy and the value of occupation to support performance, participation, health and wellbeing.
2. Integrate current social, economic, political, geographic, and demographic factors to promote policy development and the provision of occupational therapy services.
3. Advocate for changes in service delivery policies, effect changes in the system, and identify opportunities to address societal needs.
4. Develop strategies for effective, competency based legal and ethical supervision of occupational therapy and non-occupational therapy personnel.
5. Develop leadership skills in the ability to plan, develop, organize and market the delivery of services to include the determination of programmatic needs and service delivery options and formulation and management of staffing for effective service provision.
6. Demonstrate leadership skills and the ability to design ongoing processes for quality improvement (e.g. outcomes studies analysis and quality assurance methods) and develop program changes as needed to ensure quality of services and to direct administrative changes.
7. Demonstrate advocacy by participating in and exploring leadership positions in organizations or agencies promoting the profession (e.g., AOTA, state occupational therapy association, World Federation of Occupational Therapists, advocacy organizations), consumer access and services, and the welfare of the community.
8. Promote occupational therapy by educating other professionals, service providers, consumers, third part payers, regulatory bodies and the public.
9. Discuss and evaluate personal and professional abilities and leadership competencies as they relate to job responsibilities.

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.

Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013.)

c. Student population served.

Students admitted to OTD program

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

Doctoral entry level course as per accreditation guidelines

16. 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.)

- | | |
|------------|--|
| Session 1 | Course overview |
| Session 2 | Present the importance of occupational therapy |
| Session 3 | Enact a policy revision |
| Session 4 | Chose and enact an advocacy project |
| Session 5 | Develop supervision guidelines |
| Session 6 | Design a Continuous quality improvement program |
| Session 7 | Identify a volunteer leadership position you would like and develop an application for it |
| Session 8 | Enact an educational event for a professionals, service providers, consumers, third part payers, regulatory bodies and the public |
| Session 9 | Compare management to leadership part 1 |
| Session 10 | Compare management to leadership part 2 |
| Session 11 | Compare management to leadership part 3 |
| Session 12 | Discuss and evaluate personal and professional abilities and competencies as they related to job responsibilities. Do a simulated evaluation |
| Session 13 | Human Resource Management 1 |
| Session 14 | Human Resource Management 2 |
| Session 15 | Human Resource management 3 |

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
Lecture, guided discussion, independent library research, assigned and self-selected readings, oral and written assignments.

18. Special features (e.g. labs, exhibits, site visitations, etc.)
None

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
Supported by OT faculty; No additional classroom space will be needed.

20. What is the primary intended learning goal for students enrolled in this course?
Application of leadership and advocacy skills in practice areas related to OT.

21. Reading and writing requirements:
a. Name of book, author, edition, company and year
Required Texts:

Jackson, G. (2012). Principled Leadership: A Balancing Act for a Lifetime. NY: Groupleaderhsip.com

Bennis, W, Namus, B. (1985). Leaders: The Strategies for Taking Charge NY: Harper Row.

Ledlow, GR, Coppola, MN (2011). Leadership for Health Professionals. Ontario: Jones and Barlett.

Lancevich, JM (2010). Human Resource Management. NY: Harper Row.

b. Number of pages of reading required per week: 25
c. Number of pages of writing required over the course of the semester: 30

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain: N/A

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
Discuss and evaluate personal and professional abilities and competencies as they relate to job responsibilities.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Paper comparing leadership to management.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Grading rubric specific to leadership vs management competencies.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Demonstrate ability to design ongoing process for quality improvement program.

Learning Activity:

Design of continuous quality improvement program.

Assessment Tool:

Grading rubric based on plan-do-check act model.

Outcome #3:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

- Minimally
- Indirectly
- Directly

b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".

7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

OTD 7232

Advocacy & Leadership

Course provides a summary review of the most recent literature and trends in areas of advocacy, leadership and management. This course will assist in preparation for these roles in the professional environment.

ARKANSAS STATE UNIVERSITY

COLLEGE OF NURSING AND HEALTH PROFESSIONS

PROGRAM IN OCCUPATIONAL THERAPY

OCCUPATIONAL THERAPY DOCTORATE PROGRAM

Course Number & Title OTD 7232 **Advocacy and Leadership**

Credit Hours: 2 Semester Credit Hours (2 hrs/week x 15 weeks= 30 clock hrs)

PLACEMENT: Semester Eight, fall, year 3

FACULTY: TBA

COURSE DESCRIPTION: Course provides a summary review of the most recent literature and trends in areas of advocacy, leadership and management. This course will assist in preparation for these roles in the professional environment.

STUDENT LEARNING OUTCOMES:

1. Advocate to consumers, potential employers, colleagues, third part payers, regulatory boards, policymakers, and other audiences, and the general public both the unique nature of occupation as viewed by the profession of occupational therapy and the value of occupation to support performance, participation, health and wellbeing.
2. Integrate current social, economic, political, geographic, and demographic factors to promote policy development and the provision of occupational therapy services.
3. Advocate for changes in service delivery policies, effect changes in the system, and identify opportunities to address societal needs.
4. Develop strategies for effective, competency based legal and ethical supervision of occupational therapy and non-occupational therapy personnel.
5. Develop leadership skills in the ability to plan, develop, organize and market the delivery of services to include the determination of programmatic needs and service delivery options and formulation and management of staffing for effective service provision.
6. Demonstrate leadership skills and the ability to design ongoing processes for quality improvement (e.g. outcomes

studies analysis *and quality assurance methods*) and develop program changes as needed to ensure quality of services and to direct administrative changes.

7. Demonstrate advocacy by participating in and exploring leadership positions in organizations or agencies promoting the profession (e.g., AOTA, state occupational therapy association, World Federation of Occupational Therapists, advocacy organizations), consumer access and services, and the welfare of the community.
8. Promote occupational therapy by educating other professionals, service providers, consumers, third part payers, regulatory bodies and the public.
9. Discuss and evaluate personal and professional abilities and leadership competencies as they relate to job responsibilities.

TEACHING STRATEGIES:

Lecture, guided discussion, independent library research, assigned and self-selected readings, oral and written assignments.

EVALUATION STRATEGIES:

(See grading criteria, grading rubrics, & assignments described on Blackboard Learn)

Competency based outcomes measured by:

10% Develop supervision guidelines

30% Design a Continuous quality improvement program

30% Design an educational event for professionals, service providers, consumers, third part payers, regulatory bodies and the public

10% Paper comparing leadership contrasted to management

20% Discussion board

Required Texts:

Jackson, G. (2012). *Principled Leadership: A Balancing Act for a Lifetime*. NY: GroupLeadership.com

Bennis, W, Namus, B. (1985). Leaders: The Strategies for Taking Charge NY: Harper Row.

Ledlow, GR, Coppola, MN (2011). Leadership for Health Professionals. Ontario: Jones and Barlett.

Lancevich, JM (2010). Human Resource Management. NY: Harper Row.

COURSE POLICIES:

1. The College of Nursing and Health Professions values academic integrity. An Honor Code is used within the College and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the department specific handbooks. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.
2. Assignments should be submitted by the due date. Late Assignments will not be accepted unless an exception is negotiated with the Instructor **prior** to the assignment due date.
3. Classes are mandatory and must be attended. Participation is required and evaluated.
4. ALL official communication, notices or announcements will be sent through the student's ASU EMAIL account ONLY. The student is accountable for checking this account on a regular basis (daily or every other day) and is accountable for all official communication. It is the student's responsibility to keep the email account viable, enabled to receive email transmissions and blackboard access on a daily basis.

Access BlackboardLearn: Course Documents/ Information at course website for additional resources and guidelines. Also, see downloads available from Information Technology Services (ITS) for the use of BlackboardLearn.

Schedule of Classes OTD 7232 Advocacy and Leadership

Session 1	Course overview
Session 2	Present the importance of occupational therapy
Session 3	Enact a policy revision
Session 4	Chose and enact an advocacy project
Session 5	Develop supervision guidelines
Session 6	Design a Continuous quality improvement program
Session 7	Identify a volunteer leadership position you would like and develop an application for it
Session 8	Enact an educational event for a professionals, service providers, consumers, third part payers, regulatory bodies and the public
Session 9	Compare management to leadership part 1
Session 10	Compare management to leadership part 2
Session 11	Compare management to leadership part 3

Session 12	Discuss and evaluate personal and professional abilities and competencies as they related to job responsibilities. Do a simulated evaluation
Session 13	Human Resource Management 1
Session 14	Human Resource Management 2
Session 15	Human Resource management 3

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

OTD 7242

2. 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).

Development and Assessment

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture.

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

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

Provides an overview of the area of development and assessment as it relates to program, personal and professional development. The program may relate to many content areas such as occupational therapy services, societal change and strategic planning.

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?

Admission to OTD program

b. Why?

Selective OTD program admission

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

Fall, year 3.

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

Susan Hanrahan, PhD, PT

Arkansas State University – Jonesboro

870-972-3112

hanrahan@astate.edu

11. Proposed Starting Term/Year

Fall / 2017

12. Is this course in support of a new program? Yes

If yes, what program?

Occupational Therapy Doctorate Program (OTD)

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

If yes, what course?

Enter text...

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

1. Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current accepted standards.
2. Identify and develop strategies to enable occupational therapy to respond to society's changing needs.
3. Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.
4. Identify and implement strategies to promote staff development that are based on evaluation of the personal and professional abilities and competencies of supervised staff as they relate to job responsibilities.
5. Analyze the trends in models of service delivery, including, but not limited to, medical, educational, community and social models, and their potential effect on the practice of occupational therapy.
6. Demonstrate strategies for analyzing issues and making decisions to resolve personal and organizational ethical conflicts.
7. Identify and adapt existing models or develop new service provision models to respond to policy, regulatory agencies, and reimbursement and compliance standards.
8. Describe and discuss mixed methods to evaluate programs.
9. Develop a marketing plan.

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.

Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013.)

c. Student population served.

Students admitted to OTD program

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

Doctoral entry level course as per accreditation guidelines

16. 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.)

Session 1	Course Overview
Session 2	Discussion
Session 3	Presentation: Develop a professional development plan for the next five years
Session 4	Presentation: Develop one strategy to meet a societal need for occupational therapy
Session 5	Presentation: Isolate one aspect of professional development and identify how you will address it after graduation
Session 6	Presentation: Select and delineate one area for staff development
Session 7	Presentation: Analyze how occupational therapy services will change based upon demographics in the Delta region in five years
Session 8	Presentation: Discuss one method of conflict resolution and present a case scenario
Session 9	Presentation: Discuss one method of ethics resolution and present a case scenario
Session 10	Develop a program in occupational therapy for an underserved area in the Delta
Session 11	cont
Session 12	cont
Session 13	Present evaluation of the proposed program
Session 14	cont
Session 15	Present a marketing plan for your proposed program

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Lecture, guided discussion, independent library research, assigned and self-selected readings, oral and written assignments, midterm and final examination..

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

None

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Supported by OT faculty; No additional classroom space needed.

20. What is the primary intended learning goal for students enrolled in this course?

Development of skills related to program, personal and professional development and assessment..

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Required Texts:

Fazio, L. (2008). Developing Occupation Centered Programs for the Community. Saddle River, NJ: Pearson.

Love, AJ (1991). Internal Evaluation: Building Organizations from Within. Thousand Oaks, CA: Sage.

Perreault, WD, Cannon, JP, McCarthy, EJ (2009) Basic Marketing. NY: McGraw Hill.

Tashakkori, A & Teddlie, C (1998). Mixed Methodology. Thousand Oaks, CA: Sage.

b. Number of pages of reading required per week: 40

c. Number of pages of writing required over the course of the semester: 10

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)

Identify and develop strategies to enable OT to respond to society's changing needs.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

Develop one strategy to meet a society need in OT.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Grading Rubric of needs assessment

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Develop a marketing plan.

Learning Activity:

In partnership with another student in the class, develop a marketing plan for an OT program in an underserved area in the Delta.

Assessment Tool:

Grading rubric specific to marketing plan criteria.

Outcome #3:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

- Minimally
- Indirectly
- Directly

b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

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3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Revised 3/08/13

Development and Assessment

This course provides an overview of the area of development and assessment as it relates to program, personal and professional development. The program may relate to many content areas such as occupational therapy services, societal change and strategic planning.

**ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
PROGRAM IN OCCUPATIONAL THERAPY
OCCUPATIONAL THERAPY DOCTORATE PROGRAM**

Course Number & Title OTD 7242: Development and Assessment

Credit Hours: 2 Semester Credit Hours (2 hrs/week x 15 weeks= 30 clock hrs)

PLACEMENT: Semester Eight, fall, year 3

FACULTY: TBA

COURSE DESCRIPTION: Provides an overview of the area of development and assessment as it relates to program, personal and professional development. The program may relate to many content areas such as occupational therapy services, societal change and strategic planning.

STUDENT LEARNING OUTCOMES:

1. Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current accepted standards.
2. Identify and develop strategies to enable occupational therapy to respond to society's changing needs.
3. Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.
4. Identify and implement strategies to promote staff development that are based on evaluation of the personal and professional abilities and competencies of supervised staff as they relate to job responsibilities.
5. Analyze the trends in models of service delivery, including, but not limited to, medical, educational, community and social models, and their potential effect on the practice of occupational therapy.
6. Demonstrate strategies for analyzing issues and making decisions to resolve personal and organizational ethical conflicts.
7. Identify and adapt existing models or develop new service provision models to respond to policy, regulatory agencies, and reimbursement and compliance standards.
8. Describe and discuss mixed methods to evaluate programs.
9. Develop a marketing plan.

TEACHING STRATEGIES:

Lecture, guided discussion, independent library research, assigned and self-selected readings, oral and written assignments, midterm and final examination in addition to laboratory experiences.

EVALUATION STRATEGIES:

(See grading criteria, grading rubrics, & assignments described on Blackboard Learn)

Competency based outcomes measured by:

10% Develop one strategy to meet a societal need for occupational therapy

- 30% Develop a program in occupational therapy for an underserved area in the Delta
- 20% Present evaluation of the proposed program
- 20% Present a marketing plan for your proposed program
- 20% Blackboard Discussion

Required Texts:

Fazio, L. (2008). *Developing Occupation Centered Programs for the Community*. Saddle River, NJ: Pearson.

Love, AJ (1991). *Internal Evaluation: Building Organizations from Within*. Thousand Oaks, CA: Sage.

Perreault, WD, Cannon, JP, McCarthy, EJ (2009) *Basic Marketing*. NY: McGraw Hill.

Tashakkori, A & Teddlie, C (1998). *Mixed Methodology*. Thousand Oaks, CA: Sage.

COURSE POLICIES:

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2. Assignments should be submitted by the due date. Late Assignments will not be accepted unless an exception is negotiated with the Instructor **prior** to the assignment due date.
3. Classes are mandatory and must be attended. Participation is required and evaluated.
4. ALL official communication, notices or announcements will be sent through the student's ASU EMAIL account ONLY. The student is accountable for checking this account on a regular basis (daily or every other day) and is accountable for all official communication. It is the student's responsibility to keep the email account viable, enabled to receive email transmissions and blackboard access on a daily basis.

Access BlackboardLearn: Course Documents/ Information at course website for additional resources and guidelines. Also, see downloads available from Information Technology Services (ITS) for the use of BlackboardLearn.

Schedule of Classes OTD 7242 Development and Assessment

Session 1	Course Overview
Session 2	Discussion
Session 3	Presentation: Develop a professional development plan for the next five years
Session 4	Presentation: Develop one strategy to meet a societal need for occupational therapy
Session 5	Presentation: Isolate one aspect of professional development and identify how you will address it after graduation
Session 6	Presentation: Select and delineate one area for staff development
Session 7	Presentation: Analyze how occupational therapy services will change based upon demographics in the Delta region in five years
Session 8	Presentation: Discuss one method of conflict resolution and present a case scenario
Session 9	Presentation: Discuss one method of ethics resolution and present a case scenario
Session 10	Develop a program in occupational therapy for an underserved area in the Delta
Session 11	cont
Session 12	cont
Session 13	Present evaluation of the proposed program
Session 14	cont
Session 15	Present a marketing plan for your proposed program

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

OTD 7252

2. 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).

Health Care Delivery

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture.

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

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

Provides an overview of the area of development and assessment as it relates to program, personal and professional development. The program may relate to many content areas such as occupational therapy services, societal change and strategic planning.

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?

Admission to OTD program

b. Why?

Selective OTD program admission

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

Fall, year 3.

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

Susan Hanrahan, PhD, PT

Arkansas State University – Jonesboro

870-972-3112

hanrahan@astate.edu

11. Proposed Starting Term/Year

Fall / 2017

12. Is this course in support of a new program? Yes

If yes, what program?

Occupational Therapy Doctorate Program (OTD)

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

If yes, what course?

Enter text...

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

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.
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.
3. Integrate national and international resources in education, research, practice, and policy development.
4. Identify and evaluate the systems and structures that create federal and state legislation and regulations identify and their implications and effects on practice and policy
5. Evaluate and address the various contexts of health care, education, community, political and social systems as they relate to the practice of occupational therapy.
6. Identify and adapt existing models or develop new service provision models to respond to policy, regulatory agencies, and reimbursement and compliance standards.

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.

Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013.)

c. Student population served.

Students admitted to OTD program.

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

Doctoral entry level course as per accreditation guidelines

16. 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.)

Session 1	Overview of health care
Session 2	Overview of health care
Session 3	Benchmark development
Session 4	Benchmark development
Session 5	Changing practice of health care and workforce
Session 6	Changing practice of health care and workforce
Session 7	Midterm
Session 8	Financing health care
Session 9	Financing health care
Session 10	Government in health care
Session 11	Research in healthcare
Session 12	International health care
Session 13	International health care
Session 14	Future of health care
Session 15	Final

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Lecture, guided discussion, independent library research, assigned and self-selected readings, oral and written assignments, midterm and final examination..

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

None

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Supported by OT faculty; No additional classroom space needed.

20. What is the primary intended learning goal for students enrolled in this course?

Evaluation of health care system as it relates to OT profession.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Required Texts:

Raffel, MW & Raffel, NK (1980). The US Health Care System: Origins and Functions: Albany, NY: Delmar

Sultz, HA, & Young, KM (2004). Health care USA: Understanding its Organization and Delivery. Sudbury, MA: Jones and Barlett

Sandstrom, RW, Lohman, H., Bramble, J. (2009). Health Services Policy and Systems for Therapists. Pearson

b. Number of pages of reading required per week: 40

c. Number of pages of writing required over the course of the semester: 10

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain: N/A

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)

Analyze a current policy issue that influences the practice of OT..

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

Write 3-5 page paper of analysis on selected policing briefing.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Grading rubric for components of policy briefing.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Integrate national and international resources in education, research, practice and policy.

Learning Activity:

Discussion of WHO International Classification of Functioning..

Assessment Tool:

Grading rubric for participation.

Outcome #3:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

- Minimally
- Indirectly
- Directly

b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

OTD 7252

Health Care Delivery

Provides overview of current and changing US health care system and contrasts to systems in other countries. Also covers the World Health Organization and International Classification of Functioning. Class will provide the comprehensive perspective for a practicing occupational therapist.

ARKANSAS STATE UNIVERSITY

**COLLEGE OF NURSING AND HEALTH PROFESSIONS
PROGRAM IN OCCUPATIONAL THERAPY
OCCUPATIONAL THERAPY DOCTORATE PROGRAM**

Course Number & Title OTD 7252 Health Care Delivery

Credit Hours: 2 Semester Credit Hours (2 hrs/week x 15 weeks= 30 clock hrs)

PLACEMENT: Semester Eight, Fall, year 3

FACULTY: TBA

COURSE DESCRIPTION: Provides an overview of the area of development and assessment as it relates to program, personal and professional development. The program may relate to many content areas such as occupational therapy services, societal change and strategic planning.

STUDENT LEARNING OUTCOMES:

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.
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.
3. Integrate national and international resources in education, research, practice, and policy development.
4. Identify and evaluate the systems and structures that create federal and state legislation and regulations *identify* and their implications and effects on practice and policy
5. Evaluate and address the various contexts of health care, education, community, political and social systems as they relate to the practice of occupational therapy.
6. Identify and adapt existing models or develop new service provision models to respond to policy, regulatory agencies, and reimbursement and compliance standards.

TEACHING STRATEGIES:

Lecture, guided discussion, independent library research, assigned and self-selected readings, oral and written assignments, midterm and final examination in addition to laboratory experiences.

EVALUATION STRATEGIES:

(See grading criteria, grading rubrics, & assignments described on Blackboard Learn)

Competency based outcomes measured by:

- | | |
|-----|-----------------------------|
| 20% | Midterm |
| 40% | Final |
| 20% | Analysis of policy briefing |
| 20% | Discussion Board |

Required Texts:

Raffel, MW & Raffel, NK (1980). *The US Health Care System: Origins and Functions*. Albany, NY: Delmar

Sultz, HA, & Young, KM (2004). *Health care USA: Understanding its Organization and Delivery*. Sudbury, MA: Jones and Barlett

Sandstrom, RW, Lohman, H., Bramble, J. (2009). *Health Services Policy and Systems for Therapists*. Pearson

COURSE POLICIES:

1. The College of Nursing and Health Professions values academic integrity. An Honor Code is used within the College and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the department specific handbooks. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.
2. Assignments should be submitted by the due date. Late Assignments will not be accepted unless an exception is negotiated with the Instructor **prior** to the assignment due date.
3. Classes are mandatory and must be attended. Participation is required and evaluated.
4. **ALL** official communication, notices or announcements will be sent through the student's ASU EMAIL account **ONLY**. The student is accountable for checking this account on a regular basis (daily or every other day) and is accountable for all official communication. It is the student's responsibility to keep the email account viable, enabled to receive email transmissions and blackboard access on a daily basis.

Access BlackboardLearn: Course Documents/ Information at course website for additional resources and guidelines. Also, see downloads available from Information Technology Services (ITS) for the use of BlackboardLearn.

Schedule of Classes OTD 7252 Health Care Delivery

Session 1	Overview of health care
Session 2	Overview of health care
Session 3	Benchmark development
Session 4	Benchmark development
Session 5	Changing practice of health care and workforce
Session 6	Changing practice of health care and workforce
Session 7	Midterm
Session 8	Financing health care
Session 9	Financing health care
Session 10	Government in health care
Session 11	Research in healthcare
Session 12	International health care
Session 13	International health care
Session 14	Future of health care
Session 15	Final

Code #

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

OTD 7272

2. 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).

Capstone

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Independent Study

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?
Standard letter

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

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)
No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.
Completion of the culminating doctoral project that relates to practice and demonstrates synthesis of advanced knowledge.

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?

Selective OTD program admission with prior courses in plan of study as preparation.

b. Why?

Selective OTD program admission

9. Course frequency (e.g. Fall, Spring, Summer). Not applicable to Graduate courses.
Spring, Year 3

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

Susan Hanrahan, PhD, PT

Arkansas State University – Jonesboro

870-972-3112

hanrahan@astate.edu

11. Proposed Starting Term/Year

Spring / 2018

12. Is this course in support of a new program? Yes

If yes, what program?

Occupational Therapy Doctorate Program (OTD)

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

If yes, what course?

Enter text...

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

1. Demonstrate knowledge of results of their culminating project in an interprofessional forum.
2. Relate theory to practice and demonstrate synthesis of advanced knowledge in presentation of the culminating project.
3. Complete and present a culminating project that relates theory to practice and demonstrates synthesis of advanced knowledge in a practice area.
4. Discuss and justify the varied roles of the occupational therapist as a practitioner, educator, researcher, policy developer, program developer, advocate, administrator, consultant and entrepreneur.

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.

Curriculum developed per accreditation guidelines Accreditation Council for OT Education (ACOTE) Standard and Interpretive Guide (Effective July 31, 2013.)

c. Student population served.

Students admitted to OTD program.

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

Doctoral entry level course/culminating capstone project.

16. 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.)

Schedule Over the course of 16 weeks, the following blackboard discussions will occur.

Session One	Overview of class and discussion of doctoral rotations
Session Two	Student discussion 1
Session Three	Student discussion 2
Session Four	Student discussion 3
Session Five	Capstone presentations (dovetails with OTD 7273)
Session Six	Mock Examination

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

This class will allow for completion of the culminating doctoral project and disseminate the findings from their scholarly work. The student will present their project and discuss the findings and significance in an interprofessional forum. Additionally, student will complete an NBCOT preparatory session in preparation for taking the national certification examination and complete mock examination..

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

Capstone

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Supported by OT faculty; No additional classroom space needed.

20. What is the primary intended learning goal for students enrolled in this course?

Presentation of culminating project in a graded forum.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

TEXTBOOKS REQUIRED:

Napier, B. (2011). Occupational Therapy Fieldwork Survival Guide: A student planner, 2nd edition. AOTA Press

Sladyk, K (2004). The Successful Occupational Therapy Fieldwork Student. Slack, Inc.

- Costa, D. (2004). The Essential Guide to Occupational Therapy Fieldwork Education: Resources for Today's Educators and Practitioners. AOTA Press

b. Number of pages of reading required per week: 10

c. Number of pages of writing required over the course of the semester: 15

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)

Complete and present a culminating project relating theory to practice.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

Develop and present capstone project.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Grading rubric criteria for proposal and presentation

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Learning Activity:

Assessment Tool:

Outcome #3:

Learning Activity:

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

Minimally

Indirectly

Directly

b. Thinking Critically

Minimally

Indirectly

Directly

c. Using Technology

Minimally

Indirectly

Directly

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

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3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
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7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

OTD 7272

Capstone

Completion of the culminating doctoral project that relates to practice and demonstrates synthesis of advanced knowledge.

**ARKANSAS STATE UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS
PROGRAM IN OCCUPATIONAL THERAPY
OCCUPATIONAL THERAPY DOCTORATE PROGRAM**

Course & Title OTD 7272 Capstone

Credit Hours: 2

PLACEMENT: Semester Nine, spring, Year 3

FACULTY: TBA

COURSE DESCRIPTION: This class will allow for completion of the culminating doctoral project and disseminate the findings from their scholarly work. The student will present their project and discuss the findings and significance in an interprofessional forum. Additionally, student will complete a NBCOT preparatory session in preparation for taking the national certification examination.

STUDENT LEARNER OUTCOMES: Upon completion of this course, the student learner will have been given the opportunity to:

1. Demonstrate knowledge of results of their culminating project in an interprofessional forum.
2. Relate theory to practice and demonstrate synthesis of advanced knowledge in presentation of the culminating project.
3. Complete and present a culminating project that related theory to practice and demonstrates synthesis of advanced knowledge in a practice area.
4. Discuss and justify the varied roles of the occupational therapist as a practitioner, educator, researcher, policy developer, program developer, advocate, administrator, consultant and entrepreneur.

EVALUATION STRATEGIES:

Grade for this course will be assigned by the DCE in collaboration with feedback from evaluation forms completed by attendees on site.

70% Mentor feedback on final project

20% Attendee feedback on final presentation at capstone

10% NBCOT mock examination

TEXTBOOKS REQUIRED:

Napier, B. (2011). Occupational Therapy Fieldwork Survival Guide: A student planner, 2nd edition. AOTA Press

Sladyk, K (2004). The Successful Occupational Therapy Fieldwork Student. Slack, Inc.

Costa, D. (2004). *The Essential Guide to Occupational Therapy Fieldwork Education: Resources for Today's Educators and Practitioners*. AOTA Press.

Supplemental Textbooks (Optional):

COURSE POLICIES:

1. The College of Nursing and Health Professions values academic integrity. An Honor Code is used within the College and all students are bound by this code. Information regarding the consequences of cheating is listed in the University Student Handbook and the department specific handbooks. Should an individual choose to participate in academic dishonesty, plagiarism, or cheating, that individual will be held accountable.
2. Assignments should be submitted by the due date. Late Assignments will not be accepted unless an exception is negotiated with the Instructor **prior** to the assignment due date.
3. Classes are mandatory and must be attended. Participation is required and evaluated.
4. ALL official communication, notices or announcements will be sent through the student's ASU EMAIL account ONLY. The student is accountable for checking this account on a regular basis (daily or every other day) and is accountable for all official communication. It is the student's responsibility to keep the email account viable, enabled to receive email transmissions and blackboard access on a daily basis.

Access BlackboardLearn: Course Documents/ Information at course website for additional resources and guidelines. Also, see downloads available from Information Technology Services (ITS) for the use of BlackboardLearn.

Schedule of Classes OTD 7272 Capstone

Over the course of 16 weeks, the following blackboard discussions will occur:

Session 1	Overview of class and discussion of doctoral rotations
Session 2	Student discussion 1
Session 3	Student discussion 2
Session 4	Student discussion 3
Session 5	Capstone presentation
Session 6	Mock Examination

ARKANSAS STATE UNIVERSITY

Request for Temporary Faculty Approval to Teach for Graduate Credit

Date: 18 February 2014

On Campus

Off Campus

Instructor Name: Terry N. Spurlock

Faculty Position: Assistant Professor

College: Agriculture and Technology

Department: _____

Course Prefix(es) Graduate committee of Erin Kelly
Number and Title:

Requested Duration: 3 yrs

A CURRENT VITA MUST ACCOMPANY THIS FORM

Other Experience and Qualifications (Optional):
Current professor at University of Arkansas, Fayetteville; Division of Agriculture
Expertise in spatial analysis techniques.

The Department and College have reviewed this instructor's credentials
and approve him/her to teach the courses listed above.

Date: 2/18/14

Originator: [Signature]

Date: _____

Department Chair: N/A

Date: 18 Feb 2014

College Dean: [Signature]

Date: _____

Graduate School Dean: _____

Note: This instructor may **NOT** be assigned to teach courses other than those approved.

Dr. Terry N. Spurlock

Department of Plant Pathology
University of Arkansas Division of Agriculture
Southeast Research and Extension Center
1408 Scogin Dr.
Monticello, Arkansas 71656

email: tspurlock@uaex.edu
cell: (870)-224-6028
office: (870) 460-1393

Dissertation Title

Spatial Distributions of *Rhizoctonia solani* in Fields Undergoing Rice and Soybean Rotations

Master's Thesis Title

Epidemiology and Etiology of Zoysiagrass Diseases in Northwest Arkansas

Education

Ph. D. Plant Science, University of Arkansas, August 2013
M.S. Plant Pathology, University of Arkansas, 2009
B.S. Agronomy, Texas A&M University, 1999
A.A.S. Horticulture, Tyler Junior College, 1997

Professional Experience

Assistant Professor and Extension Plant Pathologist, University of Arkansas Division of Agriculture, 2013-present
Graduate Student/Research Assistant, Department of Plant Pathology, University of Arkansas, 2007-2013
Golf Course Superintendent, Maumelle Country Club, Maumelle, AR, 2003-2006
Assistant Golf Course Superintendent, River Crest Country Club, Fort Worth, TX, 2000-2003

Significant Accomplishments

APS Southern Division Student Speaking Competition, Honorable Mention 2012, 2nd place 2010
Southern Soybean Disease Workers Student Speaking Competition, 2nd place 2012
Plant Pathology Graduate Students' Association, President 2009, Treasurer 2008
Department of Plant Pathology Outstanding Masters Student, 2008
Daryl A. and Betty L. Slack Award, 2008
Trans-Mississippi Golf Scholarship recipient, 1998
Distinguished Student Award, 1998
Member 1996 and 1997 NJCAA National Golf Team Champions
Agriculture Departmental Scholarship recipient, 1997
Honor graduate, 1997

Publications

Faske, T. R., and Spurlock, T. N., First report of aerial blight of peanut caused by *Rhizoctonia solani* AG1-IA in Arkansas. Plant Dis. 97:1658

Rothrock, C. S., and Spurlock, T. N. 2013. Cultural Control of Plant Diseases. In Plant Pathology: Concepts and Laboratory Exercises. CRC press (In press).

Richardson, M. D., J. H. McCalla, D. E. Karcher, and T. N. Spurlock. 2012. Fungicidal control of large patch on 'Cavalier' zoysiagrass in Arkansas, 2010 to 2011. *PDMR: Plant Dis. Manage. Rep.* 6:p. T040.

Richardson, M. D., J. H. McCalla, D. E. Karcher, and T. N. Spurlock. 2012. Fungicidal control of large patch on 'El Toro' zoysiagrass in Arkansas, 2010 to 2011. *PDMR: Plant Dis. Manage. Rep.* 6:p. T041.

Spurlock, T. N., Rothrock, C. S., and Monfort, W. S. 2012. Spatial assessment of *Rhizoctonia solani* in fields undergoing rice and soybean rotations. (Abstr.) *Phytopathology* 102:S4.113

Spurlock, T. N., Rothrock, C. S., and Monfort, W. S. 2011. A new selective medium for isolation of *Rhizoctonia* spp. from soil. (Abstr.) *Phytopathology* 101:S170.

Spurlock, T. N., Rothrock, C. S., and Monfort, W. S. 2010. Evaluation of selective media and selective chemicals on the isolation of *Rhizoctonia* spp. from soil. (Abstr.) *Phytopathology* 100:S121

ARKANSAS STATE UNIVERSITY

Request for Temporary Faculty Approval to Teach for Graduate Credit

RECEIVED
COLLEGE OF EDUCATION
FEB 12 2014

Date: 2/10/14

On Campus

Off Campus

Instructor Name: Carolyn Ponce

Faculty Position: _____

College: Education and Behavior Science

Department: School of Teacher Education and Leadership

Course Prefix(es) Number and Title: Philosophies of Education

Requested Duration: 3 years

A CURRENT VITA MUST ACCOMPANY THIS FORM

Other Experience and Qualifications (Optional):

Carolyn Ponce has 30 hours in graduate level Education and is ABD with a PhD in Historical Musicology from University of Memphis. She also has teaching experience from four Universities including Arkansas State University.

The Department and College have reviewed this instructor's credentials and approve him/her to teach the courses listed above.

Date: Feb 10, 14

Originator: Annette R. Hux

Date: Feb 10, 14

Department Chair: Annette R. Hux

Date: 2/12/14

College Dean: SPZ

Date: _____

Graduate School Dean: _____

Note: This instructor may **NOT** be assigned to teach courses other than those approved.

Carolyn Ponce

1812 Wilkins Avenue, Jonesboro, AR 72401

(870) 243-6361 cponce@astate.edu

Educational Background

Currently	Doctorate of Philosophy - Historical Musicology, University of Memphis
2006	Specialist in Community College Teaching - Music Education, Arkansas State University
2005	Master of Music - Choral Conducting, Arkansas State University
2003	Bachelor of Arts - Music (Vocal Performance), The University of Alabama in Huntsville

Professional Teaching and Facilitation Experience

2012 – Current	Course Builder/Trainer, ITTC, Arkansas State University Coordinate the Course Building Team and develop/manage processes for course building for various online programs across the university. Design course templates used in traditional face2face and online programs. Develop and facilitate or co-facilitate faculty professional development opportunities on topics of teaching and learning. Provide faculty support in teaching and technology. Research new pedagogies and tools and help coordinate their implementation. Test updated Service Packs and Building Blocks from Blackboard and help coordinate their implementation.
2008 – Current	Adjunct Faculty, Arkansas State University, AR Courses: Fine Arts Musical, History of Church Music Online Learning Platforms: BlackBoard Learn, Blackboard 8 Academic, Google Sites, and Ning.com
2011 – Current	Digital Faculty Consultant, McGraw Hill Higher Education
2009 – Current	Teacher Consultant, Arkansas Delta Writing Project
2010 – 2012	Faculty Fellow, ITTC, Arkansas State University
2007 – 2012	Adjunct Faculty, Distant Education, New Mexico Junior College, Hobbs, NM Course: Online Music Appreciation Online Learning Platforms: WebCT and BlackBoard 8 Vista
June 2010	Co-Facilitator Arkansas Delta Writing Project Summer Institute Arkansas State University, in partner with the National Writing Project.
2009 – 2011	Graduate Teaching Assistant, University of Memphis, TN Courses: Music in America, Music Appreciation Online Learning Platforms: Webcom, eCourseware, and Google Sites

- 2008 – 2010 Adjunct Faculty, Clarendon College, TX
 Course: Online Music Appreciation
 Online Learning Platforms: WebCT and CAMS by Three Rivers Systems, Inc
- 2006 – 2008 Music Program Coordinator, Clarendon College, TX
 Courses: Choir, Music Appreciation (online and face to face), Theory 1 and 2,
 Music Fundamentals, American Music
 Online Learning Platform: WebCT
- 2003 – 2006 Graduate Teaching Assistant, Arkansas State University, AR
 Courses: Fine Arts Musical.
 Music History assistant, Choral ensembles assistant, and Handbell ensemble
 assistant.

Certifications

- April 2013 Flipped Classroom Certification, Sophia, in partner with Capella University
- March 2013 Tablet Certification, Sophia, in partner with Capella University
- September 2011 Evaluating Courses for Effective Instruction Certification, Blackboard
- Summer 2011 Teaching and Learning Online Advanced Certification, Blackboard
- *Designing Engaging Content*
 - *Building Online Communities*
 - *Monitoring Student Performance*
- January 2011 WebEx University
- Getting Started with Meeting Center
 - Foundations: Conducting Collaborative Meetings
- June 2009 Teaching and Learning Certification, through NMJC, in partner with Blackboard
- *Designing Your Course*
 - *Teaching Your Course*
 - *Assessments and Assignments*
- Fall 2007 Effective Online Teaching using WebCT Certification, through NMJC

Professional Development, Courses and Seminars

- June 2013 – Current Summer of Making and Connecting, National Writing Project
- May 2011 – Current Blackboard Upgrade Cohorts
- Release 9.1 Upgrade Summer Cohort for Educators (May – August 2011)
 - Blackboard Release 9.1 Upgrade Fall Cohort for Educators (September – October 2011)
 - Blackboard Service Pack 8 Upgrade Cohort for Educators (March – April 2012)
 - Blackboard Service Pack 10/11 Upgrade Cohort for Educators (February 2013)
 - Blackboard Service Pack 12 Upgrade Cohort for System Administrators (May – June 2013)

April – May, 2013	Breaking Into Instructional Design eCourse, Connie Malamed, Facilitator
March 2013	The Five Levels of Leadership, SECO, Arkansas State University
February 2013	iBooks Author and iTunes U Course Manager for Faculty Developers, Apple
January 2013	Introduction to DotCMS Training, ITS, Arkansas State University
December 2012	iBooks Author and iTunes U Course Manager Training for Educators, Apple
May – December 2012	CourseSites Open Course Series <ul style="list-style-type: none"> • <i>Designing an Exemplary Course</i> • <i>Universal Design and Accessibility for Online Learning</i> • <i>Instructional Ideas and Technology Tools for Online Success</i>
June 2011	Community Engagement Administration, Blackboard
July 2011	Collaborate License Training, Blackboard <ul style="list-style-type: none"> • <i>Blackboard Collaborate Essentials</i> • <i>Beyond the Basics of Blackboard Collaborate</i> • <i>Putting it all Together in Blackboard Collaborate</i>
July 2010	Professional Writing Retreat, National Writing Project
July 2010	Summer Institute. ITTC, Arkansas State University
July 2009	Summer Institute, ITTC, Arkansas State University
June 2009	Arkansas Delta Writing Project Summer Institute, Arkansas State University, in partner with the National Writing Project
Fall 2007	Spanish for Teachers – 14 week course, Clarendon College
Fall 2006	Effective Online Teaching using WebCT Workshops, Clarendon College

Papers/Presentations/Awards

January 2014	<i>Best Practices in the Fine Arts Music Classroom</i> Connect@Astate: A Mobile Learning Workshop Arkansas State University
September 2011	<i>Continuing the Conversation: Blackboard Groups and Personal Learning Communities</i> Online and Distance Education Regional Conference ITTC, Arkansas State University
September 2011	<i>Designing for Online: a collaborative effort</i> Co-Presenter with Dr. Stephen Horner, College of Business Online and Distance Education Regional Conference ITTC, Arkansas State University

- September 2011 *Online Teaching*
Co-Presenter with Dr. Philip Tew and Dr. Shane Hunt, College of Business
Online and Distance Education Regional Conference
ITTC, Arkansas State University
- April 9, 2010 *Blog it after Class*
Online and Distance Education Regional Conference
ITTC, Arkansas State University
- September 2009 *Doing Writer's Workshop with Music Appreciation Learners.*
American Musicological Society's Teaching Music History Day 2009.
Edinboro University, Edinboro, PA
<http://sites.google.com/site/cpmusicworkshop/>
- June 2009 *Finishing Up! Publishing your Work.*
ADWP Professional Inquiry Presentation.
<http://sites.google.com/site/cpmusicworkshop/home/publication>
- June 2009 *Music Syntax. Metaphor in Music.*
ADWP Demonstration Lesson
Interactive lesson developed using SoftChalk
- June 2009 Arkansas Delta Writing Project Fellowship Award
Awarded by Arkansas State University and National Writing Project
- May 1998 Smith-Rafferty Award, Huntsville High School History Award
Award named for personal inquiry projects in Civil War era music and
19th century field medicine

Graduate Faculty Status Policy For College of Business

Graduate faculty status within the College of Business will be guided by our accrediting body's, "The Association for the Advancement of Collegiate Schools of Business" (AACSB), definition of faculty sufficiency.

Under the current guidelines, a faculty member is classified as active (non-other) by a combination of academic preparation and sustained engagement activities. These active classifications are SP, IP, SA, and PA and are shown in the table below.

		Sustained engagement activities	
		Academic (Research/Scholarly)	Applied/Practice
Initial academic preparation and professional experience	Professional experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	Doctoral degree	Scholarly Academics (SA)	Practice Academics (PA)

If a faculty member cannot be classified as one of the above four designations, that faculty member will be denoted as "Other". Each of these classifications considers only contributions made during the most recent five year period. Also, an ABD is considered **SA** for a period of three years and a new Ph.D. is considered **SA** for a period of five years.

Therefore, the policy of the COB concerning graduate faculty status is:

- 1) For all new faculty that are designated **SA** due to their recent completion of a terminal degree, the Graduate Programs Committee will request Regular Graduate Faculty Status;
- 2) For all instructors hired ABD, the Graduate Programs Committee will request Temporary Graduate Faculty Status for a period of 3 years;
- 3) For all adjuncts that are classified as either **SP or IP**, the Graduate Programs Committee will request Graduate Faculty Status annually;
- 4) For all faculty holding Regular Graduate Faculty Status and classified as either **SP, IP, SA, or PA** from the previous review year, the Graduate Programs Committee will request an additional appointment for 5 years.
- 5) For all faculty holding Regular Graduate Faculty Status and classified as **OTHER**, the Graduate Programs Committee will request that person be removed from membership of the Graduate Faculty and the COB will no longer assign that person to graduate level courses.

Definitions

— **Scholarly Academics (SA)** sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates. Subsequent to hiring, SA status is sustained as outlined below.

— **Practice Academics (PA)** sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members' earlier work as an SA faculty member. PA status is sustained as outlined below.

— **Scholarly Practitioners (SP)** sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching. SP status is sustained as outlined below.

— **Instructional Practitioners (IP)** sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience as outlined below. IP status is sustained as outlined below.

- Initial academic preparation is assessed by earned degrees and other academic credentials. Initial professional experience is assessed by the nature, level, and duration of leadership and management position(s) in the practice of business and/or other types of organizational work.
- Sustained academic and professional engagement is combined with initial academic preparation and initial professional experience to maintain and augment qualifications (i.e., currency and relevance in the field of teaching) of a faculty member over time.
- Academic engagement reflects faculty scholarly development activities that support integration of relevant, current theory of business and management consistent with the school's mission, expected outcomes, and supporting strategies.
- Professional engagement reflects faculty practice-oriented development activities that support integration of relevant, current practice of business and management consistent with the school's mission, expected outcomes, and supporting strategies.
- Qualified faculty status applies to faculty members who sustain intellectual capital in their fields of teaching, demonstrating currency and relevance of intellectual capital to support the school's mission, expected outcomes, and strategies, including teaching, scholarship, and other mission components.

- Normally, a doctoral degree emphasizing advanced foundational discipline-based research is appropriate initial academic preparation for SA and PA status, and there must be ongoing, sustained, and substantive academic and/or professional engagement activities supporting SA and PA status. Individuals with a graduate degree in law will be considered SA or PA for teaching business law and legal environment of business, subject to ongoing, sustained, and substantive academic and/or professional engagement activities demonstrating currency and relevance related to the teaching field.
- Individuals with a graduate degree in taxation or an appropriate combination of graduate degrees in law and accounting will be considered SA or PA to teach taxation subject to continued, sustained academic and professional engagement that demonstrates relevance and currency in the field of teaching.

- If individuals have doctoral degrees that are less foundational disciplined-based research-oriented or if their highest degrees are not doctorates, then they must demonstrate higher levels of sustained, substantive academic and/or professional engagement activities to support their currency and relevance in their fields of teaching and their contributions to other mission components. The burden of proof is on the school to make its case for SA or PA status in such cases. AACSB expects that there will be only a limited number of cases in which individuals without doctoral degrees also have SA or PA status.
- Academic and professional engagement activities must be substantive and sustained at levels that support currency and relevance for the school's mission, expected outcomes, and strategies. Engagement can result from the work of a single faculty member, collaborations between and among multiple faculty, or collaborations between faculty and other scholars and/or practitioners.

Sustaining Classification

- Normally, faculty members may undertake a variety of academic engagement activities linked to the theory of business and management to support maintenance of **SA status**. A non-exhaustive list of academic engagement activities may include the following:
 1. **Intellectual contributions** are original works intended to advance the theory, practice, and/or teaching of business and management. They are scholarly in the sense that they are based on generally accepted research principles, are validated by peers and disseminated to appropriate audiences. Intellectual contributions are a foundation for innovation. Validation of the quality of intellectual contributions includes the traditional academic or professional pre-publication peer review, but may encompass other forms of validation, such as online post-publication peer reviews, ratings, surveys of users, etc. Impact of these intellectual contributions is required to be documented. This impact is the advancement of theory, practice, and/or teaching of business and management through intellectual contributions. Impact is concerned with the difference made or innovations fostered by intellectual contributions—e.g., what has been changed, accomplished, or improved.
 2. Relevant, active editorships with academic journals or other business publications and service on editorial boards and committees.
 3. Validation of SA status through leadership positions, participation in recognized academic societies and associations, research awards, academic fellow status, invited presentations, etc.
- Normally, faculty may undertake a variety of professional engagement activities to interact with business and management practice to support maintenance of **PA status**. A non-exhaustive list of professional engagement activities may include the following:
 1. Consulting activities that are material in terms of time and substance
 2. Faculty internships
 3. Development and presentation of executive education programs
 4. Sustained professional work supporting qualified status
 5. Significant participation in business professional associations
 6. Practice-oriented intellectual contributions as detailed above
 7. Relevant, active service on boards of directors
 8. Documented continuing professional education experiences
 9. Participation in professional events that focus on the practice of business, management, and related issues
 10. Participation in other activities that place faculty in direct contact with business or other organizational leaders

- Normally, at the time that a school hires an **IP or SP** faculty member, that faculty member's professional experience is current, substantial in terms of duration and level of responsibility, and clearly linked to the field in which the person is expected to teach. IP and SP faculty members also have master's degrees in disciplines related to their fields of teaching.

- For sustained **SP status**, a non-exhaustive list of academic and professional engagement activities may include the following:
 1. Relevant scholarship outcomes as documented above
 2. Relevant, active editorships with academic, professional, or other business/management publications
 3. Service on editorial boards or committees
 4. Validation of SP status through leadership positions in recognized academic societies, research awards, academic fellow status, invited presentations, etc.
 5. Development and presentation of continuing professional education activities or executive education programs
 6. Substantive roles and participation in academic associations

- For sustained **IP status**, a non-exhaustive list of professional engagement activities and interactions may include the following:
 1. Consulting activities that are material in terms of time and substance
 2. Faculty internships
 3. Development and presentation of executive education programs
 4. Sustained professional work supporting IP status
 5. Significant participation in business professional associations and societies
 6. Relevant, active service on boards of directors
 7. Documented continuing professional education experiences
 8. Documented professional certifications in the area of teaching
 9. Participation in professional events that focus on the practice of business, management, and related issues
 10. Participation in other activities that place faculty in direct contact with business and other organizational leaders

- The school's blend of SA, PA, SP, and IP faculty members in support of degree programs, locations, and disciplines and other mission components must result from a strategic choice and be consistent with the school's mission, expected outcomes, and strategies.
- Normally, at least 40 percent of faculty resources are Scholarly Academics (SA).
- Normally, at least 60 percent of faculty resources are Scholarly Academics (SA), Practice Academics (PA), or Scholarly Practitioners (SP).
- The school ensures students in all programs, disciplines, locations, and delivery modes are supported by high-quality learning experiences delivered or directed by an appropriate blend of qualified faculty that is strategically deployed and supported by an effective learning infrastructure. For example, schools with research doctoral and research master's degree programs are expected to have higher percentages of SA and PA faculty, maintain a strong focus on SA faculty, and place high emphasis on faculty who possess research doctoral degrees and who undertake scholarly activities to maintain SA status. Schools that emphasize practice-oriented degrees may have a more balanced approach to the distribution of SA, PA, SP, IP, and other faculty members, subject to the limitations in the stated guidance and criteria that place high emphasis on a balance of theory and practice.

Graduate Faculty Status

All members of the physical therapy faculty are eligible for Graduate Faculty in either of the following categories: Regular Member or Temporary Member. Expectations from the Commission on Accreditation in Physical Therapy Education state that 50% of core physical therapy faculty must have an advanced academic doctoral degree.

A. Regular Member

Qualifications – Regular Members of the Graduate Faculty must be a full-time faculty member with a terminal degree. Terminal degrees are typically in related fields (i.e., Exercise Physiology, Neuroscience) or in education (i.e., Educational Leadership). Exceptional cases include faculty members that are hired to teach within the Department of Physical Therapy that have an advanced Masters degree beyond entry level physical therapy which includes Bachelor of Physical Therapy, Master of Physical Therapy, Doctor of Physical Therapy or Transitional Doctor of Physical Therapy. Up to 50% of the core physical therapy faculty may use this exceptional circumstance. Regular Members are expected demonstrate outstanding achievement in teaching, complete a minimum of three (3) activities in the area of scholarship and four (4) service activities. Minimum teaching standards include an overall instructor average mean composite score of at least 3.75 on a 5.0 scale. Scholarship activities include conducting and producing scholarly activity such as writing books, publishing peer reviewed articles, presenting to learned forum, leading and managing funded research and scholarly activity. Service activities include serving on departmental and College committees, serving as a mentor and role model for new faculty, participating in all activities essential to the department, the College and the University, and maintaining membership in the professional association appropriate to the discipline.

1. Appointment Policies/Procedures –The Physical Therapy Department Chair will submit the necessary documentation to the Graduate Council for approval of a Regular Member.
2. Privileges/Responsibilities - A Regular Member may 1) teach graduate courses (both didactic and clinical supervision), 2) evaluate graduate student performance on comprehensive final examinations, 3) serve as a graduate student advisor in Physical Therapy, 4) serve as a research advisor for research courses in his/her specialty area (non-thesis or non-dissertation research), and 4) serve on the Graduate Council. Only Regular Members with terminal degrees may serve or chair thesis and dissertation committees.

B. Temporary Member

1. Qualifications – Physical Therapy faculty members may earn Temporary Member graduate if appointed to non-tenure track positions.

2. Appointment Policies/Procedures – The Physical Therapy Department Chair will submit the necessary documentation to the Graduate Council for approval of Temporary Member. If the appointment is approved by the Graduate Council, the term of the appointment will be specified and shall not be less than one calendar year. These faculty members may reapply when the appointment expires.

3. Privileges/Responsibilities – The Temporary Member may 1) teach graduate courses (both didactic and clinical) in Physical Therapy as specified on the approved application, 2) serve as a graduate student advisor in Physical Therapy and 3) serve as a research advisor for research courses in his/her specialty area (non-thesis or non-dissertation research).