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

**New Course Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[ X] Graduate Council**

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

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

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

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| Christine Wright, PhD, OTR/L 10/24/2017**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| Christine Wright, PhD, OTR/L 10/24/2017**Department Chair:**  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Head of Unit (If applicable)**   |
| Deanna Barymon Enter date…**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Susan Hanrahan 11/6/2017**College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |

**General Education Committee Chair (If applicable)**   | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Vice Chancellor for Academic Affairs** |

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

Jessie Bricker, MS, OTR/L

jbricker@astate.edu

870-680-4228

2. Proposed Starting Term and Bulletin Year

**Spring 2018**

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. ) **OTD 7353**

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

Implementing Behavioral Strategies

Short Title: Implementing Behav Strategies

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

Provides foundational knowledge and evidence-based application of behavioral psychology theory and related assessment, treatment and educational strategies for use with individuals with autism and other disorders in educational, health care, and community settings.

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

1. Are there any prerequisites? **NO**
	1. If yes, which ones?

Enter text...

* 1. Why or why not?

Required foundational knowledge in psychology to enhance application of theoretical principles

* 1. **Yes / No** Is this course restricted to a specific major? **YES**

If yes, which major? OCCUPATIONAL THERAPY

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

Enter text...

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

**Lecture only**

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

**Standard Letter**

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

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

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

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

 Enter text...

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

Please explain. Enter text...

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

a. If yes, what program?

 Enter text...

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

a. If yes, what course?

Enter text...

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

a. If yes, which course?

Enter text...

15. **Yes / No** Has it been confirmed that this course number is available for use?  **YES**

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

16. **Yes / No** Does this course affect another program? **NO**

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

Enter text...

**Course Details**

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

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| --- | --- |
| **Session** | **Topic** |
| 1 | Introduction to Behavior |
| 2 | Health and Social Determinants that impact efficacy |
| 3 | Roles and responsibilities in behavioral intervention |
| 4 | Functional Behavioral Assessment |
| 5 | Tracking and Analyzing Data |
| 6 | Midterm |
| 7 | Basic Principles of Behavioral Modification |
| 8 | Methodology in Verbal Behavior Training.  |
|    |  BREAK |
| 9 | Principles of Pivotal Response Training |
| 10 | General strategies in positive reinforcement and group interventions |
| 11 | Creating behavior change with adult populations |
| 12 | Behavioral strategies in educational settings |
| 13 | Behavioral strategies in health care and community settings |
| 14 | Punishment and Restraint  |
| 15 | Finals Week—Date of exam TBD |

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

None

19. Department staffing and classroom/lab resources

Faculty to student ratio 1/30; no classroom space required

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

 NO

20. **Yes / No** Does this course require course fees**? NO**

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

**Course Justification**

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

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

 This course will satisfy the need for OTD students to attain skills for intervention with populations that benefit from behavioral intervention, which is a cognate focus area for the OTD program. The course is also appropriate for students studying in other disciplines who may interact with populations that benefit from the use of behaviorally based techniques.

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.

 The course provides the student engaged in the behavioral cognate with a more in-depth exploration of behavioral assessment and intervention strategies that can support occupational performance in specific populations. Content provides core knowledge and foundational skills within the behavioral psychology framework for the purpose of developing students’ understanding of related behavioral health disciplines, strategies for intervention, and the ability to exhibit leadership skills within interprofessional teams addressing behavioral health issues in education and healthcare settings.

c. Student population served.

Graduate level occupational therapy students.

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

This course addresses specialty content as part of the behavioral cognate for the graduate level occupational therapy program.

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

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| * 1. **[ ]** Global Awareness
 | * 1. **[X ]** Thinking Critically
 | * 1. **[X]** Information Literacy
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**Relationship with Current Program-Level Assessment Process**

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

1. Graduates will be able to apply core knowledge.

This course will allow for assessment of the student’s ability to apply behavioral principles to client cases in a variety of settings in order to maximize the client’s occupational performance.

 2. Graduates will be able to apply leadership skills in varied professional settings.

Behavioral interventions have been well established as best practice for individuals with autism, in particular. This population is dramatically underserved and suffers from health in terms of access to appropriate and effective health related, work related, and education-related services that impact this population’s health and well-being. Co-assessment and intervention between occupational therapy and behavioral analysists is considered an emerging area of practice in both health and educational settings. This course will provide students with the knowledge and skill to work in collaboration with behavioral health specialists in medical, community-based or educational settings.

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

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

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| **Program-Level Outcome 1 (from question #23)** | Graduates will be able **to apply core knowledge** related to behavioral science in assessing, selecting, and implementing behavioral strategies. |
| Assessment Measure | Final project (direct) and IDEA survey (indirect) |
| Assessment Timetable | Direct assessment of application of coure knowledge is assessed at minimum at the end of each semester through case-based projects. Indirect assessment through student survey occurs at the end of semester 9 |
| Who is responsible for assessing and reporting on the results? | Faculty in each respective practice course is responsible for reporting results of final case projects based on scoring rubrics. The program director is responsible for survey data collection, analysis and reporting. |
| **Program-Level Outcome 2 (from question #23)** | Graduates will be able **to apply leadership skills** in interprofessional team communication. |
| Assessment Measure | Final project (direct) and IDEA survey (indirect) |
| Assessment Timetable | Direct assessment of application of course knowledge is assessed at minimum at the end of each semester through case-based projects. Indirect assessment through student survey occurs at the end of semester 9 |
| Who is responsible for assessing and reporting on the results? | Faculty in each respective practice course is responsible for reporting results of final case projects based on scoring rubrics. The program director is responsible for survey data collection, analysis and reporting. |

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

**Course-Level Outcomes**

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

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| **Outcome 1** | Students will demonstrate foundational knowledge related to various evidence-based, behavioral approaches |
| Which learning activities are responsible for this outcome? |  Video lectures, readings, discussion posts  |
| Assessment Measure  | Written exam |
| **Outcome 2** | Students will be able to select and describe appropriate strategies for modifying behavior, such as shaping, fading, and positive reinforcement schedules, including how and when they should be utilized, given case information. |
| Which learning activities are responsible for this outcome? | Video lectures, readings, discussion posts  |
| Assessment Measure  | Final Case Study Project |
| **Outcome 3** | Student will identify and explain social and health determinants that may impact an individual’s behavior, and provide rationale for appropriate behavioral intervention strategies, if any.  |
| Which learning activities are responsible for this outcome? | Video lectures, readings, discussion posts |
| Assessment Measure  | Written exam, final project |
| **Outcome 4** | Students will compare and contrast various assessment methods, including indirect assessment, direct assessment, functional behavior assessment, and functional analysis of behavior. |
| Which learning activities are responsible for this outcome? | Video lectures, readings, discussion posts,  |
| Assessment Measure  | Written assignment, Written exam |
| **Outcome 5** | Student will utilize a functional behavior assessment to accurately identify functions of behavior in a given case example. |
| Which learning activities are responsible for this outcome? | Video lectures, readings, video case examples, discussion posts |
| Assessment Measure  | Exam, final project |
| **Outcome 6** | Students will analyze data to draw conclusions about the progress of an individual through a behavior modification program.  |
| Which learning activities are responsible for this outcome? | Video lectures, readings, case examples, discussion posts |
| Assessment Measure  | Written assignment |
| **Outcome 7** | Students will review and analyze the evidence provided in scientific literature regarding the safety, effectiveness, and utility of behaviorally-based intervention strategies within their area of practice. |
| Which learning activities are responsible for this outcome? | Video lectures, readings, discussion posts |
| Assessment Measure  | Written assignment |
| **Outcome 8** | Students will explain their role and scope within their specific disciplines regarding designing, implementing and collaborating on behavioral interventions with other professionals within specific settings. |
| Which learning activities are responsible for this outcome? | Video lecture, readings, discussion posts |
| Assessment Measure  | Written exam |

**Bulletin Changes**

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

**Occupational Therapy (OTD)**

**OTD 5012**. History of Occupational Science Development of occupational therapy (OT)

and occupational science (OS) at beginning of the 1900’s/21st century respectively. Development

of the profession and the science related to the sociology of professions and disciplinary and

professional status related to societal need. Prerequisite, Admission to the OTD Program. Summer.

**OTD 5023.** Pathology and Disease Provides an overview of clinical conditions commonly

seen in the practice of occupational therapy across the lifespan. Students will learn disease

epidemiology, signs, symptoms, pathophysiology, psychopathy, disease course and prognosis.

Prerequisite, Admission to the OTD Program. Summer.

**OTD 5043**. Technology and Skills Training First in a series of courses on the domain of

technology related to OT practice. Fundamental skills for OT practice across the lifespan will be

covered. Prerequisite, Admission to the OTD Program. Summer.

**OTD 5074**. Practice I: Pediatrics Types of reasoning used by occupational therapists is

summarized. The progression from novice to expert reasoning is delineated. Prerequisite,

Admission to the OTD Program. Fall.

**OTD 5092.** Research I: Research in Occupational Science The most commonly used

theories in occupational therapy practice will be covered and compared. The relationship of

tests, measurements and other data for the purpose of establishing or delivering evidence based

practice or theory development will be covered. Prerequisite, Admission to the OTD Program. Fall.

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

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

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

**OTD 5151.** Level I Fieldwork: Psychosocial Fieldwork to integrate and apply knowledge

and understanding from coursework in a real life setting. Experiences related to OT service

delivery in pediatric setting or pediatrics related organizations. Prerequisite, Admission to the OTD

Program. Spring.

**OTD 5173.** Practice II: Adolescence and Adulthood This course introduces learners

to the developmental life stages experienced during adolescence and adulthood. Students will

develop skills in clinical evaluation and treatment planning and measurement interpretation for

adolescent and adult clients. Prerequisite, Admission to the OTD Program. Summer.

**OTD 5183.** Fundamentals of Occupational Therapy I First in a series of courses focused

on the development of practical skills fundamental to best practice. Topics including clinical

documentation and the administration of evidenced-based assessments and interventions will be

introduced to students in Fundamentals I. Prerequisite, admission to the OTD Program. Spring.

**OTD 5201**. Fieldwork: Pediatrics Clinical fieldwork experience will introduce students

to occupational therapy services for children (birth-13th years of age). This course requires

supervision from a licensed occupational therapist and will include learning in pediatric clinical

setting to develop the learner’s observational skills and analytical processing. Prerequisite,

admission to the OTD Program. Spring.

**OTD 5283.** Fundamentals of Occupational Therapy II This course builds upon

Fundamentals I through emphasis on environmental modifications and adaptations to support

clients in their achieving optimal occupational performance. Summer. Prerequisite, Admission to

the OTD Program. Summer.

**OTD 6103.** Pratice IV: Psychosocial This course introduces learners to psychosocial

clinical theories, models and frames of reference and develops learners’ practical skills including

the development and implementation of therapeutic groups and the clinical assessment and

intervention for individuals experiencing emotional health disabilities. Prerequisite, admission to

the OTD Program. Spring.

**OTD 6164**. Practice III: 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. Prerequisite, Admission to the OTD Program. Summer.

**OTD 6182.** Research III: 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. Prerequisite, Admission

to the OTD Program. Summer.

**OTD 6183**. Fundamentals of Occupational Therapy III This course builds upon

Fundamentals II through emphasis on the interpretation of clinical data for the purpose of ongoing

intervention, treatment planning, treatment discharge and referral. Prerequisites, Admission to the

OTD Program. Fall.

**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. Prerequisites, Admission to the OTD Program. Summer.

**OTD 6222.** Research IV: Mixed Methods Research Course continues sequence of research

and scholarship classes designed for OT practice and scholarship. Focus will be on mixed methods

research models. Prerequisite, Admission to the OTD Program. Spring.

**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. Prerequisite, Admission to the OTD Program. Fall.

**OTD 625V**. Level II Fieldwork Level 2 fieldwork allows students to practice skills in various

health care environments. Students are responsible for all aspects of OT service delivery.

Prerequisite, Admission to the OTD Program. Spring.

**OTD 6283.** Fundamentals of Occupational Therapy IV This course builds upon

Fundamentals III and is the final stage in the fundamental course sequence. Learners will

demonstrate knowledge through case-base evaluation, the creation of appropriate and evicencebased

clinical interventions and the implementation of clinical interventions. Prerequisite,

Admission to the OTD Program. Spring.

**OTD 720V**. Level II 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. Prerequisite, Admission to the OTD Program. Summer.

**OTD 7113**. Gross Anatomy Study of the structure and function of the human limbs, spine,

head and neck; regional description with emphasis on the muscular, skeletal, nervous, and

vascular systems of the limbs and spine. Prerequisite, Admission to the OTD Program. Fall.

**OTD 7222**. Research V: Scholarship of Application 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. Prerequisite, Admission to the OTD Program. Fall.

**OTD 7223**. Practice V: 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. Prerequisite, Admission to the OTD Program. Fall.

**OTD 7224.** Neuroscience Analysis of the structure and function of the human nervous

system for physical therapy majors. Prerequisite, Admission to the OTD Program. Spring.

**OTD 7232**. Advocacy and 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. Prerequisite, Admission to the OTD

Program. Fall.

**OTD 7242.** Development & Assessment 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. Prerequisite, Admission to the OTD Program. Fall.

**OTD 7252**. Health Care Delivery Systems 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. Prerequisite, Admission to the OTD Program. Fall.

**OTD 726V.** Level III 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. Prerequisite,

Admission to the OTD Program. Spring.

**OTD 7272.** Capstone Completion of the culminating doctoral project that relates to

practice and demonstrates synthesis of advanced knowledge. Prerequisite, Admission to the OTD

Program. Spring.

**OTD 7323**. From Process to Practice Development of knowledge and skills in the application

of the OT process across clinical practice settings. Restricted to Occupational Therapy Doctorate

majors.

***OTD 7353. Implementing Behavioral Strategies. Provides foundational knowledge and evidence-based application of behavioral psychology theory and related assessment, treatment and educational strategies for use with individuals with autism and other disorders in educational, health care, and community settings. Elective. Online only. Prerequisite, Admission to the OTD Program.***