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

**NEW OR MODIFIED COURSE PROPOSAL FORM**

**[ ] Undergraduate Curriculum Council**

**[X] Graduate Council**

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

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

|  |  |
| --- | --- |
| Christine E Wright 3/15/2021 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Christine E Wright 3/15/2021 **Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (if applicable)** |
| Shanon Brantley 3/29/2021  **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Director of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| \_Susan Hanrahan, 3/30/21\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_Alan Utter\_\_\_\_ 4/28/21  **Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (if applicable)** |  |

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

Christine Wright

[cwright@astate.edu](mailto:cwright@astate.edu)

(870) 972-2274

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Fall 2021

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

|  |  |  |
| --- | --- | --- |
|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)**  *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **OTD** |
| **Number\*** |  | **6302** |
| **Title** |  | **Intra and Inter-professional Practice Intra and Inter-profess Pract** |
| **Description\*\*** |  | **Course teaches students about professional expectations between OT colleagues and when working on a multi-disciplinary team. Students will learn how to apply the core competencies of interprofessional practice. Prerequisite: Admission to OTD program.** |

***\**** (Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

\*\*Forty words or fewer as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? No]**

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

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

Admission to the OTD program. Students must complete all coursework for all semesters with a grade of “C” or above before taking this course.

* 1. Why or why not?

This course is part of the OTD curriculum.

1. **Yes** Is this course restricted to a specific major?
   1. If yes, which major? Occupational Therapy
2. **Proposed course frequency [Modification requested? No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

1. **Proposed course type [Modification requested? No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

Lecture only

1. **Proposed grade type [Modification requested? No]**

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

Standard letter

1. **No** Is this course dual-listed (undergraduate/graduate)?
2. **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.)*

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

Enter text...

**b.** – **No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

Enter text...

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

a. If yes, what program?

Enter text...

1. **No** Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline** **[Modification requested? No]**

(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: Welcome and Course Introduction

Week 2: Who may be a part of the treatment team? Treatment team members in various settings.

Week 3: Who may be a part of the treatment team? Roles of team members.

Week 4: What is consultation and how is OT involved in the consultative process? Consultation with persons and groups

Week 5: What is consultation and how is OT involved in the consultative process? Consultation with programs, organizations, and communities

Week 6: Care Coordination with the intra-professional and interprofessional teams

Week 7: OTs role as a case manager

Week 8: OTs role in transition services

Week 9: Identifying client’s occupational needs through effective team communication.

Week 10: Effective intra-professional (OT/OTA) collaboration: Respective roles in the screening, evaluation, and supervision processes

Week 11: Principles of interprofessional team dynamics patient- and population-centered care

Week 12: Principles of interprofessional team dynamics patient- and population-centered care (continued)

Week 13: Mechanisms for referral to specialists internal to the profession

Week 14: Mechanisms for referral to specialists external to the profession

Week 15: Summary and Conclusion

1. **Proposed special features** **[Modification requested? No]**

(e.g. labs, exhibits, site visitations, etc.)

None

1. **Department staffing and classroom/lab resources**

Classroom with sufficient space to hold 30 students.

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

No additional faculty, supplies, etc. required.

1. **Yes** Does this course require course fees?

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

COLLEGE SUPPORT ASSESSMENT FEE PER CREDIT HOUR

*Additional cost per credit hour for non-general education courses.*

|  |  |
| --- | --- |
|  | **Graduate** |
| **College of Business** | $57.00 |
| **College of Engineering & Computer Science** | $57.00 |
| **College of Nursing & Health Professions** | $57.00 |
| **College of Sciences & Mathematics** | $57.00 |

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

Enter text...

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

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

Currently the principles of intra and interprofessional practice are covered briefly in other classes but there is no class that is dedicated to the roles and responsibilities of occupational therapists within the treatment team. Many of the current courses discuss OTs individual roles and responsibilities but do not teach students how to interact as a part of an interdisciplinary or interprofessional team. Because there is not a class that gives students a solid foundation of how the OT should function as a part of the treatment team, students have difficulty understanding the variances in their responsibilities in different settings. This course is designed to teach students about the treatment team including communication, dynamics, consultation, collaboration with inter and intra-professional colleagues, care coordination, case management, and transition services in traditional and emerging practice, and referral to specialists internal and external to the profession. Students will have a fundamental understanding of their roles and responsibilities in various OT traditional and emerging treatment areas and will understand their role within the treatment team in these settings. This course aligns with ACOTE Standards B.4.19., B.4.20., B.4.23., B.4.24., B.4.25., and B.4.26.

b. How does the course fit with the mission of the department? If course is mandated by an accrediting or certifying agency, include the directive.

The mission of the Occupational Therapy department is as follows: *“The Department of Occupational Therapy in the College of Nursing and Health Professions at Arkansas State University is committed to the development of exceptionally safe, ethical and culturally aware practitioners, life-long learners, advocates, leaders, and scholars who will focus on the unique needs of local communities, the state of Arkansas, the lower Mississippi Delta region and beyond.”* This course will correspond with ACOTE standards regarding the role of OT in the consultative process, care coordination, case management, and transition services, effective communication, intra-professional collaboration, principles of interprofessional team dynamics, and referral to specialists (ACOTE Standards B.4.19., B.4.20., B.4.23., B.4.24., B.4.25., and B.4.26.)

c. Student population served.

Students enrolled in Occupational Therapy doctoral program.

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

The OTD program is a clinical doctoral program (i.e., an undergraduate degree is required for admission and we only accept graduate students to the OTD program). This course is specific to the OTD program and requirements, as well as our accreditation standards as mandated by ACOTE. Thus, the proposed new course is offered at the graduate level.

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. Do the proposed modifications result in a change to the assessment plan? No.

*If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. 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?

**Outcome #3:**

Provide intervention that is ethically, socially, economically, politically, and environmentally relevant to individuals and populations in the lower Mississippi delta region.

**Outcome #4:**

Understand the roles and responsibilities of OTA and OT practitioners to create collaborative partnerships in all settings.

1. Considering the indicated program-level learning outcome/s (from question #19), 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.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #19)** | Outcome #3:  Provide intervention that is ethically, socially, economically, politically, and environmentally relevant to individuals and populations in the lower Mississippi delta region. |
| Assessment Measure | Certification exam |
| Assessment  Timetable | Annually |
| Who is responsible for assessing and reporting on the results? | Course instructor |

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

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #19)** | Outcome #4:  Understand the roles and responsibilities of OTA and OT practitioners to create collaborative partnerships in all settings. |
| Assessment Measure | Certification exam |
| Assessment  Timetable | Annually |
| Who is responsible for assessing and reporting on the results? | Course instructor |

**Course-Level Outcomes**

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

|  |  |
| --- | --- |
| **Outcome 1** | Students will demonstrate knowledge of the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter and intra-professional colleagues. |
| Which learning activities are responsible for this outcome? | Lectures, assigned readings, in-class activities (case studies) designed to allow students to increase knowledge of the consultation process. |
| Assessment Measure | Quizzes/Exams |

|  |  |
| --- | --- |
| **Outcome 2** | Students will demonstrate knowledge of care coordination, case management, and transition services in traditional and emerging practice environments. |
| Which learning activities are responsible for this outcome? | Lectures, assigned readings, in-class activities (case studies) designed to allow students to increase knowledge of these processes. |
| Assessment Measure | Quizzes/Exams |

|  |  |
| --- | --- |
| **Outcome 3** | Students will demonstrate knowledge of effective communication with members of the intra-professional and inter-professional team in a manner that supports the promotion of health and wellness. |
| Which learning activities are responsible for this outcome? | Lectures, assigned readings, in-class activities (case studies) designed to allow students to increase knowledge of this process. |
| Assessment Measure | Quizzes/Exams |

|  |  |
| --- | --- |
| **Outcome 4** | Students will demonstrate effective intra-professional OT/OTA collaboration, required for screening, evaluation, and supervision. |
| Which learning activities are responsible for this outcome? | Lectures, assigned readings, in-class activities (case studies) designed to allow students to increase knowledge of these processes. |
| Assessment Measure | Quizzes/Exams |

|  |  |
| --- | --- |
| **Outcome 5** | Students will demonstrate knowledge of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care. |
| Which learning activities are responsible for this outcome? | Lectures, assigned readings, in-class activities (case studies) designed to allow students to increase knowledge of these processes. |
| Assessment Measure | Quizzes/Exams |

|  |  |
| --- | --- |
| **Outcome 6** | Students will demonstrate knowledge of the mechanisms for referring clients to specialists both internal and external to the profession, including community agencies. |
| Which learning activities are responsible for this outcome? | Lectures, assigned readings, in-class activities (case studies) designed to allow students to increase knowledge of these processes. |
| Assessment Measure | Quizzes/Exams |

**Bulletin Changes**

|  |
| --- |
| **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. Please include a before (with changed areas highlighted) and after of all affected sections.**  **\*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.** |

**From 2020–2021 Graduate Bulletin: Page 252**

**(BEFORE)**

**Occupational Therapy**

**Doctor of Occupational Therapy**

|  |  |
| --- | --- |
| **University Requirements:** |  |
| See Graduate Degree Policies for additional information (p. 38) |  |
| **Fall, Year 1** | **Sem. Hrs.** |
| OTD 5012, History of Occupational Therapy and Occupational Science | 2 |
| OTD 5023, Pathology and Disease | 3 |
| OTD 5043, Clinical and Technological Skills Training | 3 |
| OTD 5121 Theory of Occupational Adaptation | 1 |
| OTD 7113, Gross Anatomy | 3 |
| OTD 7323, Process to Practice: Scope of Occupational Therapy | 3 |
| **Sub-total** | **15** |
| **Spring, Year 1** | **Sem. Hrs.** |
| OTD 5074, Practice I: Pediatrics | 4 |
| OTD 5092, Research I: Research in Occupational Science | 2 |
| OTD 5183, Fundamentals of Occupational Therapy I | 3 |
| OTD 5202, Fieldwork for Pediatrics | 2 |
| OTD 7224, Neuroscience | 4 |
| **Sub-total** | **15** |
| **Summer, Year 1** | **Sem. Hrs.** |
| OTD 5173, Practice II:  Adolescence and Adulthood | 3 |
| OTD 5283, Fundamentals of Occupational Therapy II | 3 |
| OTD 6182, Research II: Experimental Research | 2 |
| OTD 7252, Health Care Delivery Systems | 2 |
| OTD 7353, Implementing Behavioral Strategies | 3 |
| **Sub-total** | **13** |
| **Fall, Year 2** | **Sem. Hrs.** |
| OTD 6164, Practice III: Aging Adults | 4 |
| OTD 6183, Fundamentals of Occupational Therapy III | 3 |
| OTD 6192, Level I Fieldwork: Aging Adults | 2 |
| OTD 6222, Research III: Descriptive and Qualitative Research | 2 |
| OTD 6303, Intra and Inter-professional Practice | 2 |
| OTD 7271, Capstone Preparation | 1 |
| OTD 7363 Concepts of Occupational Therapy Instructional Design | 3 |
| **Sub-total** | **15** |
| **Spring, Year 2** | **Sem. Hrs.** |
| OTD 6103, Practice IV: Psychosocial | 3 |
| OTD 5152, Level I Fieldwork: Psychosocial | 2 |
| OTD 6243, Professional Practice Seminar | 3 |
| OTD 6283, Fundamentals of Occupational Therapy IV | 3 |
| OTD 7222, Research IV: Scholarship of Application | 2 |
| OTD 7281, Capstone Preparation | 1 |
| OTD 7373 Business Principles in Occupational Therapy | 3 |
| **Sub-total** | **17** |

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**(After)**

|  |  |
| --- | --- |
| **Fall Year 1** | **Sem. Hrs.** |
| OTD 5013, OT History, Language and Process | 3 |
| OTD 5053: Occupation, Health and Wellness | 3 |
| OTD 5061: Introduction to Documentation | 1 |
| OTD 5092, Scholarly Inquiry I | 2 |
| OTD 5183, Clinical Reasoning and Skills I | 3 |
| OTD 7113, Gross Anatomy and Neuroscience | 3 |
| **Sub-total** | **15** |
| **Spring Year 1** | **Sem Hrs.** |
| OTD 5112: Orthopedics Practice | 2 |
| OTD 5123, OT Philosophy and Theory | 3 |
| OTD 5283: Clinical reasoning and skills II: | 3 |
| OTD 6164 : Older Adult Practice | 4 |
| OTD 6182, Scholarly Inquiry II | 2 |
| OTD 6192, Fieldwork I: Older Adults | 2 |
| **Sub-total** | **16** |
| **Summer Year 1** | **Sem Hrs.** |
| OTD 5174: Neurorehabilitation Practice | 4 |
| OTD 5252: Fieldwork I: Neurorehabilitation | 2 |
| OTD 6083 Clinical Reasoning and Skills III | 3 |
| OTD 7252, Health Care and Social Systems | 2 |
| **Sub-total** | **11** |
| **Fall Year 2** | **Sem Hrs.** |
| OTD 5152, Fieldwork I: Psychosocial | 3 |
| OTD 6103, Psychosocial Practice | 2 |
| OTD 6222, Scholarly Inquiry III | 2 |
| OTD 6302, Intra and Interprofessional Practice | 2 |
| OTD 7271, Capstone Preparation I | 1 |
| OTD 7363 OT Instructional Design | 3 |
| **Sub-total** | **13** |
| **Spring Year 2** | **Sem Hrs.** |
| OTD 5074, Practice I: Pediatrics | 4 |
| OTD 5202, Fieldwork for Pediatrics | 2 |
| OTD 6183: Clinical Reasoning and Skills IV | 2 |
| OTD 7222, Scholarly Inquiry IV: Scholarship of Application | 1 |
| OTD 7223, Population Health Practice | 3 |
| OTD 7281, Capstone Preparation II | 3 |
| **Sub-total** | **15** |

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**From 2020–2021 Graduate Bulletin: Page 384**

**(BEFORE)**

**OTD 6192. 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.

**OTD 6222. Research III: Descriptive and Qualitative Research** The course is the third in a

series designed to assist the learner in completing a scholarly report. 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 descriptive and qualitative

research. Prerequisites, Admission to the OTD Program.

**OTD 6302. Intra and Inter-professional Practice** Course teaches students about professional   
 expectations between OT colleagues and when working on a multi-disciplinary team.   
 Students will learn how to apply the core competencies of interprofessional practice.   
 Prerequisite: Admission to OTD program.

**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.

**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.

**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 evidence-based clinical   
 interventions and the implementation of clinical interventions. Prerequisite, Admission to the OTD Program.

**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.

**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.

**OTD 7222. Research IV: 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.

**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.

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

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

**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.

**OTD 7242. Development & Assessment** Course is designed to teach students how to

develop a community-based programs, complete a grant proposal, and understand the elements

of strategic planning in preparation for the capstone experience. Prerequisite, Admission to the

OTD Program.

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

OTD Program.

**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.

The bulletin can be accessed at <https://www.astate.edu/a/registrar/students/bulletins>  
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**From 2020–2021 Graduate Bulletin: Page 384**

**(After)**

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

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