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| --- |
| 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 3/8/2021**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| Christine E Wright 3/8/2021**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
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\*** |  | **6112** |
| **Title** |  | **Orthopedic Practice** |
| **Description\*\*** |  | **Course introduces learners to assessment and intervention of adult orthopedic conditions with emphasis on upper extremity management, splinting and modalities.** |

 ***\**** (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?

Acceptance into the OTD program.

* 1. Why or why not?

This course is not open to the general student body. You have to be officially admitted into the OTD program in order to take the course.

Yes Is this course restricted to a specific major?

* 1. If yes, which major? Doctor of Occupational Therapy
1. **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 and labs.

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.)

|  |
| --- |
|  **Course Outline** |
| **Session** | **Date****(TBD for Fall 2021)** | **Topic** | **Reading/Homework/In-class Assignments** |
|  |  | Intro to courseFundamentals: Hand therapy concepts and treatment techniques | Wietlisbach, Ch. 1Dirette: Ch. 41 |
|  |  | Functional AnatomyEvaluation of Hand and Upper Extremity | Wietlisbach, Ch. 2 & 5 |
|  |  | Clinical ReasoningAssessment of Functional OutcomesRole of OTA  | Wietlisbach, Ch. 6 & 8 |
|  |  | Shoulder dxElbow dxPeripheral Nerve Injuries | Wietlisbach, Ch. 22, 23 & 24 |
|  |  | Wrist fxHand fx | Wietlisbach, Ch. 25, & 27 |
|  |  | Flexor Tendon InjuryExtensor Tendon Injury | **Wietlisbach, Ch. 30 & 31** |
|  |  | Finger sprains and deformitiesTendon transfers | Wietlisbach, Ch. 29 & 32 |
|  |  | Case studies assigned | **Midterm Exam** |
|  |  | Static splint lab |  |
|  |  | Static splint lab |  |
|  |  | Dynamic splint lab |  |
|  |  | Dynamic splint lab |  |
|  |  | Modalities  |  |
|  |  | **No Class – Thanksgiving Break** |
|  |  | Arthritis / JRA | Dirette, Ch. 42Orthopedic case studies due |
|  |  | Amputations and Prosthetics | Dirette, Ch. 44 |
|  |  | **Final Exam** |  |

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

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

Labs

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

1:30 for lecture and 1:15 for labs

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

 No

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)

 The following four didactic (“B”) 2018 standards from the Accreditation Council for Occupational Therapy Education (ACOTE®) provide the rationale and goals for OTD 5112 Ortho Assessment and Intervention. B.1.1. Human Body, Development, and Behavior Demonstrate knowledge of: The structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics. Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology. Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation. B.3.5. Effects of Disease Processes Analyze and evaluate the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance. B.4.4. Standardized and Non-standardized Screening and Assessment Tools Evaluate client(s)’ occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to determine the need for occupational therapy intervention(s). Assessment methods must take into consideration cultural and contextual factors of the client. Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence. B.4.5. Application of Assessment Tools and Interpretation of Results Select and apply assessment tools, considering client needs, and cultural and contextual factors. Administer selected standardized and non-standardized assessments using appropriate procedures and protocols. Interpret the results based on psychometric properties of tests considering factors that might bias assessment results (e.g., culture and disability status related to the person and context). B.4.6. Reporting Data Collect, analyze, and report data in a systematic manner for evaluation of client and practice outcomes. Report evaluation results and modify practice as needed. B.4.8. Interpret Evaluation Data Interpret the evaluation data in relation to accepted terminology of the profession and explain the findings to the interprofessional team. B.4.10. Provide Interventions and Procedures Recommend and provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy. B.4.12. Orthoses and Prosthetic Devices Assess the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation. Train in the safe and effective use of prosthetic devices. B.4.17. Superficial Thermal, Deep Thermal, and Electrotherapeutic Agents and Mechanical Devices Demonstrate knowledge and use of the safe and effective application of superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory measure to improve occupational performance. This must include indications, contraindications, and precautions. B.4.22. Need for Continued or Modified Intervention Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention. B.4.28 Plan for Discharge Develop a plan for discharge from occupational therapy services in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment.

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 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 and the lower Mississippi Delta region and beyond. OTD 5012 allows learn how to provide safe and ethical assessment and intervention for orthopedic populations.

c. Student population served.

Occupational Therapy Doctoral Students

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

Graduate. The OTD is an entry-level clinical doctorate.

**Assessment**

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

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

 *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?

#5: Develop and implement health and wellness programs for local, state, and regional populations

#6: Use cultural awareness strategies to administer appropriate interventions for all persons.

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)** | 1) Use professional reasoning to name and frame clinical situations in order to provide evidence and occupation-based interventions. |
| Assessment Measure | Direct assessment – course exams, labs and case study. Indirect assessment – certification exam.  |
| Assessment Timetable | Fall semester, 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 2 (from question #19)** | 2) Provide intervention that is ethically, socially, economically, politically, and environmentally relevant to individuals and populations in the lower Mississippi delta region and beyond.  |
| Assessment Measure | Direct assessment – course exams, labs and case study. Indirect assessment – certification exam.  |
| Assessment Timetable | Fall semester, 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** | Demonstrate and identify the OT process when evaluating various orthopedic conditions. |
| Which learning activities are responsible for this outcome? | Lectures, chapter readings, labs, case study, exams |
| Assessment Measure  | Exams  |

*(Repeat if needed for additional outcomes)*

|  |  |
| --- | --- |
| **Outcome 2** | Observe, evaluate and address client factors and performance skills impacted by orthopedic conditions. |
| Which learning activities are responsible for this outcome? | Lectures, chapter readings, labs,  |
| Assessment Measure  | Exams and case study  |

|  |  |
| --- | --- |
| **Outcome 3** | Identify and differentiate the various orthopedic conditions. |
| Which learning activities are responsible for this outcome? | Lectures, chapter readings |
| Assessment Measure  | Exams  |

|  |  |
| --- | --- |
| **Outcome 4** | Select and perform evaluations specific to the individual client and condition. a. Grip and pinch b. ADL and functional performance c. Fine and gross motor skills d. Sensory e. Edema f. Pain  g. ROM |
| Which learning activities are responsible for this outcome? |  Lectures, chapter readings, lab |
| Assessment Measure  | Exams and case study |
| **Outcome 5** | Plan individualized treatment to meet the specific needs of the patient. |
| Which learning activities are responsible for this outcome? | Lectures, chapter readings, labs |
| Assessment Measure  | Case study |
| **Outcome 6** | Design, fabricate, and analyze static and dynamic splints. |
| Which learning activities are responsible for this outcome? | Lectures, chapter readings, labs |
| Assessment Measure  | Fabricating splints |
| **Outcome 7** | Identify the fundamentals of upper extremity prosthetic training. |
| Which learning activities are responsible for this outcome? | Lectures, chapter readings, labs, guest speaker |
| Assessment Measure  | Exams  |
| **Outcome 8** | Differentiate between prevention, remediation and compensation, when providing treatment for orthopedic conditions. |
| Which learning activities are responsible for this outcome? | Lectures, chapter readings, labs |
| Assessment Measure  | Exams  |
| **Outcome 9** | Gain familiarity with various thermal and electrical modalities used to improve occupational performance, including indications, contraindications, and precautions. |
| Which learning activities are responsible for this outcome? | Lectures, chapter readings, labs |
| Assessment Measure  | Exams and modality lab |

**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 6112: Orthopedics Practice | 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 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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**From 2020–2021 Graduate Bulletin: Pages 252**

 **(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 5123, OT Philosophy and Theory | 3 |
| OTD 5283: Clinical reasoning and skills II: | 3 |
| OTD 6112: Orthopedics Practice | 2 |
| 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** |

p. 252

**From 2020–2021 Graduate Bulletin: Page 383**

 **(BEFORE)**

**OTD 5043. Clinical and Technological 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.

**OTD 5074. Practice I: Pediatrics** This course introduces learners to the developmental life

 stages experienced during from birth to thirteen years of age. Students will develop skills in clinical

 evaluation, treatment planning and measurement interpretation for pediatric clients. Prerequisite,

 Admission to the OTD Program.

**OTD 5092. Research I: Research and Evidence-based Practice in Occupational Science**

 The purpose of the course is for the student to learn how to locate, select, analyze, and evaluate

 literature in order to make evidence-based decisions. The course is the first in a series designed to

 assist the learner in completing a scholarly report. Prerequisite, Admission to the OTD Program.

**OTD 5121. Occupational Adaptation Theory** Fundamental elements of OA theory as well

 as the literature that created the OA framework. Students will learn basic application of OA theory

 to practice. Prerequisite, Admission to the OTD program.

**OTD 5152. 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 psychosocial settings and psychosocial-related organizations. Prerequisite, Admission

 to the OTD Program.

**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.

**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.

**OTD 5202. 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.

**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.

**OTD 6103. Practice 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.

**6112. Orthopedic Practice** Course introduces learners to assessment and intervention of adult orthopedic conditions with emphasis on upper extremity management, splinting and modalities.

**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.

**OTD 6182. Research II: 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.

**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.

The bulletin can be accessed at <https://www.astate.edu/a/registrar/students/bulletins>
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**From 2020–2021 Graduate Bulletin: Page 383**

 **(After)**

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 the domain of technology related to OT practice. Fundamental skills for OT practice across the

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**OTD 5053 Occupation, Health and Wellness**  The course introduces learners to the connection
 between occupation, health and wellness as well as the diverse occupational needs of people
 to achieve health and well-being.

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