Code # 2016G\_NHP01

**New Course Proposal 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 [pheath@astate.edu](mailto:pheath@astate.edu)

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| --- |
| **New Course or**  **Experimental Course (1-time offering) (Check one box)**  *Please complete the following and attach a copy of the bulletin page(s) showing what changes are necessary.* |

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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 9/22/2016 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 9/22/2016 **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 9/22/2016 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 9/22/2016 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

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

Dr. Tracy Morrison, Chair, Occupational Therapy

PO Box 910

State University, AR 72467

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

870-972-2274

2. Proposed Starting Term and Bulletin Year

Fall 2016

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 6183

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).

Fundamentals of OT III

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

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.

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? Yes
   1. If yes, which ones?

Acceptance to the OT Doctorate program

* 1. Why or why not?

Selective admission process

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

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

Fall

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 and Lab

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

standard letter

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

No

11. 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

1. If yes, please list the prefix and course number of cross listed course.

1. Are these courses offered for equivalent credit? Choose an item.

Please explain. Enter text...

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

a. If yes, what program?

Enter text...

13. Does this course replace a course being deleted? Yes

a. If yes, what course?

OTD 6173 Technology IV: Electronic Communications

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

a. If yes, which course?

Enter text...

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

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

16. 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.

**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.)

**There may be guest lecturers throughout the course.**

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| --- | --- |
| **Session** | **Topic** |
| 1 | Introduction to Standardization |
| 2 | Clinical Observations and Trends in Practice |
| 3 | Reimbursement and Standardized Tests: Pediatrics |
| 4 | Reimbursement and Standardized Tests: Adult |
| 5 | Reimbursement and Standardized Tests: Geriatrics |
| 6 | Midterm |
| 7 | Test Interpretations: Z and T Scores |
| 8 | Test Interpretations Without Norms |
|  | BREAK |
| 9 | Creating Norms: Operationalization |
| 10 | Areas of Need: Assessment Gaps in OT Practice |
| 11 | Assessments in Care Settings: Inpatient Assessments |
| 12 | Assessments in Care Settings: Outpatient Assessments |
| 13 | Assessments Across the Lifespan |
| 14 | Assessments Across the Lifespan |
| 15 | Finals Week—Date of exam TBD |

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

Labs

19. Department staffing and classroom/lab resources

Supported by OT faculty; No additional classroom space is required

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

No

20. Does this course require course fees? Yes

*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)

Students learn about environmental adaptations and modifications necessary to meet ADA standards and apply environmental adaptations and modifications to client environments. This course supports fundamental skills of entry-level occupational therapists and, therefore, is crucial to the education process.

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.

Information taught in this course supports 12 accreditations standards for Occupational Therapy.

c. Student population served.

Occupational Therapy Doctorate students

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

Doctoral level course

**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. Thinking Critically | * 1. Information Literacy |

**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?

PLOC: Graduates will be able to create occupation-based programs and research health-related disabilities that impact the client’s quality of life

This course will occur during the 4th semester of the fall and is second to last semester prior to two three month clinical experiences during which students are expected to function independently in a clinical setting.

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.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #23)** | Graduates will be able to create occupation-based programs and research health-related disabilities that impact the client’s quality of life |
| Assessment Measure | Class: OTD 7272 Capstone  Students will finish the doctorate coursework with a culminating capstone project that requires the development of occupation-based programs for health-related disabilities that impact the client’s quality of life. Students will be expected to develop a need-based program with supporting evidence, evaluate and synthesize outcomes and articulate the relevance to occupational therapy.  Rubric: 100 pts.   1. Background (20 points) 2. Programmatic/research question, aims and methods (20 points) 3. Created project (40 points) 4. Results and future implications (20 points)   Indirect: IDEA survey for OTD students administered at the end of the 9th semester to identify perceived l experiences that support their ability to develop and implement evidenced-based practice.  Indirect:  IDEA survey for OTD students administered at the end of the 9th semester to identify perceived l experiences that support their ability to develop and implement occupation-based programs. |
| Assessment  Timetable | Direct: Semester 9 year 3  Indirect: Semester 9 year 3 |
| Who is responsible for assessing and reporting on the results? | Dr. Tracy Morrison, OT Department Chair |

*(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 assessment measures and benchmarks for student-learning success?

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| **Outcome 1** | Develop occupation-based programs for specific health-related disabilities |
| Which learning activities are responsible for this outcome? | Students will apply principles from the occupational therapy practice framework through case-based examination. 90% of students will achieve a 75% or higher on all course exams. |
| Assessment Measure and Benchmark | Didactic examination through K-type exam questions with clinical vignettes., Problem based learning with application in creation of intervention. |
| **Outcome 2** | Develop occupation-based programs for specific health-related disabilities |
| Which learning activities are responsible for this outcome? | Develop evidenced-based interventions that incorporate body functions/body structures |
| Assessment Measure and Benchmark | Didactic examination through K-type exam questions with clinical vignettes., Problem based learning with application in creation of intervention. |
| **Outcome 3** | Measure the effectiveness of developed clinical interventions through valid and reliable quality of life assessments |
| Which learning activities are responsible for this outcome? | Select, administer and interpret valid and reliable QOL assessments. |
| Assessment Measure and Benchmark | Didactic examination through K-type exam questions Selection/administration and interpretation of valid and reliable QOL assessments |

**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**

**Doctor of Occupational Therapy**

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| --- | --- |
| **University Requirements:** |  |
| See Graduate School Degree Policies for additional information (p. 36) |  |
| **Program Requirements:** |  |
| **Fall, Year 1** | **Sem. Hrs.** |
| OTD 5012, History of Occupational Science | 2 |
| OTD 5023, Pathology and Disease | 3 |
| OTD 5043, Technology I: Skills Training | 3 |
| OTD 5092, Research I: Research in Occupational Science | 2 |
| OTD 7113, Gross Anatomy | 3 |
| OTD 7213, Movement Science | 3 |
| **Sub-total** | **16** |
| **Spring, Year 1** | **Sem. Hrs.** |
| OTD 5073, Practice II: Occupational Science | 3 |
| OTD 5083, Technology II: Function | 3 |
| OTD 5101, Level I Fieldwork: Adults | 1 |
| OTD 5142, Research II: Descriptive Research | 2 |
| OTD 7224, Neuroscience | 4 |
| Cognate Elective | 3 |
| **Sub-total** | **16** |
| **Summer, Year 1** | **Sem. Hrs.** |
| OTD 5123, Practice III: Pediatrics | 3 |
| OTD 5133, Technology III: Environment | 3 |
| OTD 6182, Research III: Experimental Research | 2 |
| **Sub-total** | **8** |
| **Fall, Year 2** | **Sem. Hrs.** |
| OTD 5151, Level I Fieldwork: Pediatrics | 1 |
| OTD 6164, Practice IV: Aging Adults | 4 |
| ~~OTD 6173, Technology IV: Electronic Communication~~ **OTD 6183 Fundamentals of OT III** | 3 |
| OTD 6191, Level I Fieldwork: Aging Adults | 1 |
| OTD 6222, Research IV: Qualitative Research | 2 |
| Cognate Elective | 3 |
| **Sub-total** | **14** |
| **Spring, Year 2** | **Sem. Hrs.** |
| OTD 6203, Practice V: Health & Wellness | 3 |
| OTD 6213, Technology V: Informatics | 3 |
| OTD 6231, Level I Fieldwork: Interprofessional Practice | 1 |
| OTD 6243, Professional Practice Seminar | 3 |
| Cognate Elective | 3 |
| **Sub-total** | **13** |

**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 I: 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 5073. Practice II: Occupational Science** 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 5083. Technology II: Function** 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. 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 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. Prerequisite, Admission to the OTD Program. Fall.

**OTD 5123. Practice III: Pediatrics** 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. Prerequisite, Admission to the OTD Program. Spring.

**OTD 5133. Technology III: 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. Prerequisite, Admission to the OTD Program. Spring.

**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: 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. Prerequisite, Admission to the OTD Program. Spring.

**OTD 6164. Practice IV: 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 6173. Technology IV: Electronic Communication** 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. 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 OT 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.**

**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.