RHONDA LONGBERTH, ASSOCIATE VICE-PRESIDENT FOR ACADEMIC PROGRAMMING AND SERVICES

TO: Jeffrey D. Kentor, Associate Provost & Vice President of Graduate Studies and Research
Wade Tornquist, Interim Dean, College of Technology
Michael Tidwell, Dean, College of Business
Jann Joseph, Dean, College of Education
Tom Venner, Dean, College of Arts and Sciences
Tara Fulton, University Librarian, Halle Library

FROM: Rhonda Longworth, Associate Vice-President for Academic Programming and Services

SUBJECT: OCTH 6XX – Current Issues in Occupational Therapy (new graduate course)

DATE: March 6, 2014

A request from the School of Health Sciences and the College of Health and Human Services for a new graduate course, OCTH 6XX – Current Issues in Occupational Therapy is now available for review on the Course and Program Development electronic reserves site.

The electronic reserves site is accessible through the ‘Course and Program Development Proposals’ link on the Course and Program Developments Web page at: http://www.emich.edu/aa/cpd/index.php.

This is a request for a new graduate course. Please review the proposal and report the action you recommend on the enclosed form by May 6th. Lack of response by that date will signify a recommendation to approve the proposal. If you have any questions or need clarification, please contact Amy Lamb (alamb9@emich.edu), or Christine Deacons, Director of Academic Support Services (487-2133, cdeacons@emich.edu).

Attachment: College Response Form

cc:
Kim Schatzel, Provost and Executive Vice-President
Ronald Flowers, Chair, Graduate Council
Murali Nair, Dean, College of Health and Human Services
Colleen Croxall, Director, School of Health Sciences
Joe Bishop, Graduate Council
Sandy Norton, President, Faculty Senate
Amy Lamb, School of Health Sciences
Original, Course and Program Development Office
Proposal Review Form

Complete and return this form to G-04 Halle Library by the Review Deadline. Failure to return the form by the Review Deadline signifies a recommendation to Approve the proposal.

<table>
<thead>
<tr>
<th>Distribution Date:</th>
<th>March 6, 2014</th>
<th>Review Deadline:</th>
<th>May 6, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sponsoring College:</td>
<td>College of Health &amp; Human Services</td>
<td>Department:</td>
<td>School of Health Sciences</td>
</tr>
<tr>
<td>New Course:</td>
<td>X</td>
<td>Course Title &amp; Number:</td>
<td>OCTH 6XX – Current Issues in Occupational Therapy</td>
</tr>
<tr>
<td>Type of Proposal:</td>
<td>New Program:</td>
<td>Program Title:</td>
<td></td>
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<td></td>
<td>New Certificate:</td>
<td>Certificate Title:</td>
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<td>Course Revision:</td>
<td>Course Title &amp; Number:</td>
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<td>Program Revision:</td>
<td>Program Title:</td>
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<tr>
<td>Academic Level:</td>
<td>Graduate</td>
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Recommendation of the Reviewing Council (Check one of the following.)

___________ Approve

___________ Approve with Comments

___________ Do Not Approve

If Recommendation other than Approve is selected above, please explain.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Council Chair Signature __________________________ Date __________________________

Action of Dean

I concur __________ do not concur __________ with the above recommendation.

College Dean (or designate) Signature __________________________ Date __________________________
A. Rationale/Justification for the Course

Due to the constant changes and development in health care and in the field of occupational therapy, graduating occupational therapy students will need the most current knowledge of emerging issues and concepts in the field. Including this course in the Occupational Therapy Program curriculum will allow faculty to focus on rapidly emerging and pertinent issues within the field that impact practice, which might not have been included in other courses within the curriculum. Examples of issues that have more recently received attention include: health care reform, services for soldiers returning from combat, Telehealth models of rehabilitation service delivery, prevention of bullying in schools, and sustaining independence for older adults. By providing some adaptability in the selected topics, we are allowed to address issues that reflect rapid social, political and cultural changes.

B. Course Information

1. Subject Code and Course Number: OCTR 6XX

2. Course Title: Current Issues in Occupational Therapy

3. Credit Hours: 1

4. Repeatable for Credit? Yes____ No_X____ If “Yes”, how many total credits may be earned?

5. Catalog Description (Limit to approximately 50 words):

This course supports students in developing knowledge around emerging and timely issues in the field of occupational therapy that directly impact practice. Students will explore occupational performance issues within chosen current issues, identify and discuss appropriate assessments and interventions, reflect upon research, policy, and advocacy implications, and apply knowledge to future practice.

6. Method of Delivery (Check all that apply.)
   a. Standard (lecture/lab) X____
      On Campus____ Off Campus____
   b. Fully Online________
   c. Hybrid/ Web Enhanced________

7. Grading Mode: Normal (A-E) X____ Credit/No Credit________

Miller, New Course
Sept. 09
8. Prerequisites: Courses that MUST be completed before a student can take this course. (List by Subject Code, Number and Title.)

  OCTH 540: Research Methods I
  OCTH 412: Models of Practice
  OCTH 500: Philosophy of Occupational Therapy

9. Concurrent Prerequisites: Courses listed in #5 that MAY also be taken at the same time as a student is taking this course. (List by Subject Code, Number and Title.)

  N/A

10. Corequisites: Courses that MUST be taken at the same time as a student in taking this course. (List by Subject Code, Number and Title.)

  N/A

11. Equivalent Courses. A student may not earn credit for both a course and its equivalent. A course will count as a repeat if an equivalent course has already been taken. (List by Subject Code, Number and Title)

  N/A

12. Course Restrictions:

   a. Restriction by College. Is admission to a specific College Required?

      College of Business  Yes__________  No__________  X__________
      College of Education  Yes__________  No__________  X__________

   b. Restriction by Major/Program. Will only students in certain majors/programs be allowed to take this course?

      Yes__________  X__________  No__________

      If "Yes", list the majors/programs

      Occupational Therapy

   c. Restriction by Class Level  Check all those who will be allowed to take the course:

      Undergraduate
      All undergraduates__________
      Freshperson__________
      Sophomore__________
      Junior__________
      Senior__________
      Second Bachelor__________
      Post-Bac. Tchr. Cert.__________

      Graduate
      All graduate students__________  X__________
      Certificate__________
      Masters__________
      Specialist__________
      Doctoral__________
      UG Degree Pending__________
      Low GPA Admit__________

Note: If this is a 400-level course to be offered for graduate credit, attach Approval Form for 400-level Course for Graduate Credit. Only "Approved for Graduate Credit" undergraduate courses may be included on graduate programs of study.
Note: Only 500-level graduate courses can be taken by undergraduate students. Undergraduate students may not register for 600-level courses

d. Restriction by Permission. Will Departmental Permission be required? Yes X No
(Note: Department permission requires the department to enter authorization for every student registering.)

13. Will the course be offered as part of the General Education Program? Yes No X
If “Yes”, attach Request for Inclusion of a Course in the General Education Program: Education for Participation in the Global Community form. Note: All new courses proposed for inclusion in this program will be reviewed by the General Education Advisory Committee. If this course is NOT approved for inclusion in the General Education program, will it still be offered? Yes No

C. Relationship to Existing Courses

Within the Department:

14. Will this course will be a requirement or restricted elective in any existing program(s)? Yes X No
If “Yes”, list the programs and attach a copy of the programs that clearly shows the place the new course will have in the curriculum.

Program Occupational Therapy Required X Restricted Elective
Program Required Restricted Elective

15. Will this course replace an existing course? Yes No X

16. (Complete only if the answer to #15 is “Yes.”)
   a. Subject Code, Number and Title of course to be replaced:

   b. Will the course to be replaced be deleted? Yes No

17. (Complete only if the answer #16b is “Yes.”) If the replaced course is to be deleted, it is not necessary to submit a Request for Graduate and Undergraduate Course Deletion.
   a. When is the last time it will be offered?
      Term Year
   b. Is the course to be deleted required by programs in other departments?
      Contact the Course and Program Development Office if necessary. Yes No
   c. If “Yes”, do the affected departments support this change?
      Yes No
      If “Yes”, attach letters of support. If “No”, attach letters from the affected department explaining the lack of support, if available.

Outside the Department: The following information must be provided. Contact the Course and Program Development office for assistance if necessary.

18. Are there similar courses offered in other University Departments? Yes No X
   If “Yes”, list courses by Subject Code, Number and Title

19. If similar courses exist, do the departments in which they are offered support the proposed course?
   Yes No

Miller, New Course
Sept. '09
D. Course Requirements

20. Attach a detailed Sample Course Syllabus including:

a. Course goals, objectives and/or student learning outcomes
b. Outline of the content to be covered
c. Student assignments including presentations, research papers, exams, etc.
d. Method of evaluation
e. Grading scale (if a graduate course, include graduate grading scale)
f. Special requirements
g. Bibliography, supplemental reading list
h. Other pertinent information.

NOTE: COURSES BEING PROPOSED FOR INCLUSION IN THE EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY PROGRAM MUST USE THE SYLLABUS TEMPLATE PROVIDED BY THE GENERAL EDUCATION ADVISORY COMMITTEE. THE TEMPLATE IS ATTACHED TO THE REQUEST FOR INCLUSION OF A COURSE IN THE GENERAL EDUCATION PROGRAM: EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY FORM.

E. Cost Analysis (Complete only if the course will require additional University resources. Fill in Estimated Resources for the sponsoring department(s). Attach separate estimates for other affected departments.)

<table>
<thead>
<tr>
<th>Estimated Resources</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
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</thead>
<tbody>
<tr>
<td>Faculty / Staff</td>
<td>$________</td>
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<td>Equipment</td>
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<tr>
<td>Total</td>
<td>$________</td>
<td>$________</td>
<td>$________</td>
</tr>
</tbody>
</table>

F. Action of the Department/School and College

1. Department/School

Vote of faculty: For 17 Against 0 Abstentions 0

(Enter the number of votes cast in each category.)

Department Head/School Director Signature

2. College/Graduate School

A. College

College Dean Signature

Date 2-25-14

B. Graduate School (if Graduate Course)

Graduate Dean Signature

Date

Miller, New Course
Sept. '09
G. Approval

[Signature]

Date
OCTH: 6XX: Current Issues in Occupational Therapy
Summer Semester
1 credit

Instructor:
XXX
Office: XXX
Phone: XXX
Email: XXX@emich.edu
Office hours: XXX

Class location/time: This class will meet 2 hours per week for 7.5 weeks
Prerequisites: OCTH 412, 500, & 540

Catalogue Course Description:
This course offers an opportunity for the occupational therapy student to explore emerging issues in the ever-changing health care arena. Topics will be selected according to new or current critical areas of concern in health services delivery that most impact occupational therapists.

Course Objectives:
The student will actively:
- Explore the role of occupational therapy in an emerging or pertinent area of practice
- Discuss appropriate assessments to interpret occupational performance
- Formulate intervention to support occupational performance
- Link best practices to the available evidence.
- Reflect upon policy and advocacy issues that determine the process and extent of services
- Recognize implications of emerging issues to future practice

ACOTE Standards met by this Course:
From the Accreditation Council for Occupational Therapy Education (ACOTE®) 2011 Standards and Interpretive Guidelines.

B.2.4 Articulate the importance of balancing areas of occupation with the achievement of health and wellness for the clients.
B.2.5. Explain the role of occupation in the promotion of health and the prevention of disease and disability for the individual, family, and society.
B.2.9. Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g., cultural, personal, temporal, virtual) and environment.
B.3.4. Analyze and discuss how occupational therapy history, occupational therapy theory, and the sociopolitical climate influence practice.
B.5.17. Develop and promote the use of appropriate home and community programming to support performance in the client’s natural environment and participation in all contexts relevant to the client.
B.5.32. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services. Documentation must effectively communicate the need and rationale for occupational therapy services and must be appropriate to the context in which the service is delivered.
B.7.1. Describe and discuss the impact of contextual factors on the management and delivery of occupational therapy services.
B.7.2. Describe the systems and structures that create federal and state legislation and regulations and their implications and effects on practice.
B.7.4. Demonstrate knowledge of various reimbursement systems (e.g., federal, state, third party, private payer), appeals mechanisms, and documentation requirements that affect the practice of occupational therapy.
B.9.2. Describe and discuss strategies to assist the consumer in gaining access to occupational therapy services.
• To be determined according to the most pressing issues targeted in course.

Required texts from previous courses:

Required Additional Materials:
• Additional course materials will be available online through EMU Online and through AOTA.

Membership in AOTA is mandatory.

Religious Holidays:
Current University policy recognizes the rights of students to observe religious holidays without penalty to the student. Students are to provide advance notice to the instructor in order to make up work, including examinations that they miss as a result of their absence from class due to observance of religious holidays. If satisfactory arrangements cannot be made, the student may appeal to the head(s) of the department(s) in which the course(s) is/are offered.

F and J Visa Students:
You have 10 days to report any:
• Changes in your name, residential address, academic status (full or part-time enrollment), program of study or completion date, student level (undergraduate to graduate), or funding sources (employment or graduate assistant position).
• Intent to transfer to another university.
• Probation or disciplinary action due to a criminal conviction.

In accordance with new federal regulations, these must be reported to the EMU Office of International Students (OIS), 229 King Hall within 10 days of occurrence; failure to do so may result in arrest and deportation. You may not drop or withdraw from a course without OIS approval. If you have questions or concerns, contact the OIS at 487-3116, not your instructor.

Course Accessibility and Disability:
This class is intended to be an accessible and welcoming experience for all students, including those with disabilities that may affect their learning in this class. If you believe you may have trouble participating or effectively demonstrating learning in this course, please meet with the instructor (with or without an accommodation letter from the Disability Resource Center) to discuss reasonable options or adjustments. EMU Board of Regents Policy 8.3 requires that anyone wishing accommodation for a disability first registers with the Disabilities Resource Center (DRC) in 240 EMU Student Center, telephone: (734) 487-2470; swd_office@emich.edu. Students with disabilities are encouraged to register with the DRC promptly as you will only be accommodated from the date you register. No retroactive accommodations are possible.

EMU Copyright Use:
Notice is hereby provided to students that material in this course, on this course-related website or URL used in connection with any University course is protected by copyright and may not be copied, used, linked, revised, or retained in any manner whatsoever without permission by its owner. The content of copyrighted material may be used only, and solely by and for, students officially enrolled in the course for which the transmission is made, and may not be copied, used, linked, revised, or retained in any form, or disseminated in any form or medium whatsoever without permission by an agent of Eastern Michigan University.

EMU Writing Support:
The University Writing Center (115 Halle Library) offers one-to-one writing consulting for both undergraduate and graduate students. Students can make appointments or drop in between the hours of 10 a.m. and 6 p.m. Mondays through Thursdays and from 11 a.m. to 4 p.m. on Fridays. Students should bring
a draft of what they’re working on and their assignment. The UWC opens for the Fall 2012 semester on Monday, September 10 and will close on Wednesday, December 12. The UWC also offers small group workshops on various topics related to writing (e.g., Reading in College: Tips and Strategies; Incorporating Evidence; Revising Your Writing). Workshops are offered at different times in the UWC. Visit the UWC page (http://www.emich.edu/english/writing-center) to see our workshop calendar. To register for a workshop, click the link from the UWC page for the type of workshop you wish to attend.

The UWC has several satellite sites across campus—in Pray-Harrold for students attending classes in that building, in Marshall and Porter for students in College of Health and Human Services programs, in Owen for College of Business students, and in Sill Hall for College of Technology students. We also hope to have an additional satellite location in Porter this year for College of Education students. The Pray-Harrold satellite is located in room 521 and is open for drop-in writing consultations from 10 a.m. to 2 p.m. Monday through Thursday. The Owen satellite is in room 100 (the former COB bookstore) and is open for drop-in writing consultations Mondays and Wednesdays from 1:30 p.m. to 6 p.m. and Tuesdays and Thursdays from 2:30 p.m. to 6 p.m. The hours in Marshall and Porter for CHHS students will be Mondays 10 a.m. to 1 p.m., Wednesdays and Fridays 12 p.m. to 2 p.m., and Thursdays 2 p.m. to 5 p.m. The rooms for Marshall and Porter, and the times and locations of consulting for our other satellites, will be posted on the UWC website in early September - http://www.emich.edu/english/writing-center.

The Academic Projects Center (116 Halle Library) also offers one-to-one consulting for students on writing, in addition to consulting on research and technology-related issues. The APC is open 11 a.m. to 5 p.m. Monday through Thursday for drop-in consultations. Additional information about the APC can be found at http://www.emich.edu/apc. Students visiting the Academic Projects Center, or any of the satellite locations of the University Writing Center, should also bring with them a draft of what they’re working on and their assignment sheet.

Student Responsibilities:

- **Class preparation:**
  Students must come to class having completed out-of-class assignments, as indicated on the course schedule or posted online.

- **Participation:**
  Participation is an essential aspect of this class as you are expected to be an adult learner. Class attendance is expected. Up to five percent may be deducted from the final grade for lack of participation. Participation includes: arriving on time and prepared, active listening, asking questions, responding to and reflecting on others’ ideas and thoughts, and taking part in discussions and group activities during each class period.

- **Professional behavior:**
  Students are expected to arrive on time and to notify your professor by email or phone if you cannot be in class. You should also notify fellow students if you are unable to attend a scheduled meeting for group projects. These characteristics are considered desirable in any professional. You can expect the same from your instructor. You are responsible for all material and information provided and discussed in class.

- **Phones:**
  Cell phones must be turned off prior to the beginning of class. Please do not leave your phones on vibrate. Should you have an emergency that necessitates access to your phone, please advise your instructor of this prior to class.

- **Technology Use:**
  Use of technology is highly encouraged in the classroom in order to support your role as a learner. However, if technology is being used for any other purpose than to support your learning in OCTX XXX, you will no longer be able to use this technology in class.

**Honesty & Integrity:**

You are expected to complete all class work independently, except for those assignments specifically identified as group projects. Evidence that you have represented others' work as your own will result in a
grade of "0" for that assignment and/or the course. Please see your professor if you have questions about what constitutes acceptable collaboration. All written work must correctly indicate direct quotes and provide citations for direct quotes, paraphrasing, and sources of information. APA style must be followed. Failure to provide credit will result in a grade of 0 for the assignment.

**Grading:**
A final course grade of B- (80%) or above is required to continue in the OT Program, as this is a graduate level course. Students will be placed on academic probation should their EMU cumulative grade point average fall below 3.0 in graduate courses. Your final grade will be based on the university grading scale as outlined in the graduate catalogue.

95-100% A  90-94.9% A-  87-89.9% B+  83-86.9% B  80-82.9% B-  77-79.9% C+  73-76.9 C

**Course Evaluation Methods:**
You are expected to complete a capstone project and presentation that addresses the current issue in the field of occupational therapy targeted in this course. This capstone will include a:

- Description of occupational therapy practice within the issue
- Discussion of assessment and intervention strategies that could be used to understand and support occupational performance of clients in this area of practice
- Interpretation of the connection between this issue and evidence-based practice, policy, and advocacy
- Overall analysis of the issue and implications for future practice

[Specific assignment description and grading criteria will be determined by instructor of the course and the designated topic]

**Course Schedule:**

<table>
<thead>
<tr>
<th>Class Session</th>
<th>Learning Topic</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Defining the role of occupational therapy in the changing health arena</td>
</tr>
<tr>
<td>2</td>
<td>Describing and defining the scope of the problem</td>
</tr>
<tr>
<td>3</td>
<td>Legislation and policies</td>
</tr>
<tr>
<td>4</td>
<td>Exploring the evidence that supports best practice</td>
</tr>
<tr>
<td>5</td>
<td>Selecting and using appropriate assessments</td>
</tr>
<tr>
<td>6</td>
<td>Intervention strategies to support occupational performance</td>
</tr>
<tr>
<td>7</td>
<td>Funding issues and resources</td>
</tr>
<tr>
<td>8</td>
<td>Capstone presentations</td>
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</table>