

# POST-BACCALAUREATE MASTER OF OCCUPATIONAL THERAPY

## PB-MOT Program Overview

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Our two-and-a quarter-year Post-Baccalaureate Master of Occupational Therapy (MOT) program prepares students with a breadth and depth of knowledge and skills to practice autonomously or collaboratively within various healthcare, educational, and social systems. The PB-MOT program is a full-time 82 credit program including Fall, Spring and Summer semesters with 2 components:

- Academics: Didactics integrated with laboratory and immersive Fieldwork-I experiences
- Fieldwork: Two 12-week, full-time Fieldwork-II experiences designed to prepare students for entry-level practice

**The post-baccalaureate Master of Occupational Therapy program requires a minimum of 82 credits for degree completion.**

The curriculum is reviewed regularly and is subject to modification in both content and credit as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

Course	Title	Credits
<b>First Year</b>		
<b>Fall Semester</b>		
OTM 501	OT Theory	3
OTM 502L	OT Service Learning	1
OTM 503	OT Practice Framework and Professional Reasoning	2
OTM 512 & 512L	Applied Neuroscience in OT Practice and Applied Neuroscience in OT Practice Lab	5
OTM 513 & 513L	Clinical Anatomy & Kinesiology and Clinical Anatomy & Kinesiology Lab	6
<b>Credits</b>		<b>17</b>
<b>Spring Semester</b>		
OTM 505	Research Methods and Evidence-Based Practice	3
OTM 520 & 520L	OT Mental Health & Psychosocial Part I and OT Mental Health and Psychosocial Part I Lab	4
OTM 522 & 522L & 522F	OT For Children and Youth I and OT For Children & Youth I Lab and OT For Children & Youth I Fieldwork	9
<b>Credits</b>		<b>16</b>
<b>Summer Semester</b>		
OTM 524 & 524L & 524F	Ot for Adults/Older Adults I and OT for Adults/Older Adults I Lab and OT for Adults/Older Adults I Fieldwork	7
OTM 528L	Biomechanical Interventions Lab	1
OTM 530	Administration and Management of System	3

OTM 562	Professional Development I	1
<b>Credits</b>		<b>12</b>
<b>Second Year</b>		
<b>Fall Semester</b>		
OTM 521 & 521L & 521F	OT in Mental Health & Psychosocial Practice II and OT in Mental Health & Psychosocial Practice II Lab and OT in Mental Health & Psychosocial Practice II Fieldwork	5
OTM 523 & 523L & 523F	OT for Children & Youth II and OT for Children & Youth II Lab and OT for Children & Youth II Fieldwork	7
OTM 570	Scholarly Project I	1
<b>Credits</b>		<b>13</b>
<b>Spring Semester</b>		
OTM 525 & 525L & 525F	OT for Adults/Older Adults II and OT for Adults/Older Adults II Lab and OT for Adults/Older Adults II Fieldwork	7
OTM 526 & 526L	Technology in OT Practice and Technology in OT Practice Lab	2
OTM 527	Work & Ergonomics	2
OTM 573	Scholarly Project II	2
<b>Credits</b>		<b>13</b>
<b>Summer Semester</b>		
OTM 580	Fieldwork Level IIA <sup>12 Week</sup> Level II Fieldwork	5
<b>Credits</b>		<b>5</b>
<b>Third Year</b>		
<b>Fall Semester</b>		
OTM 581	Fieldwork Level IIB <sup>12 Week</sup> Level II Fieldwork	5
OTM 581S	Seminar Professional Development II	1
<b>Credits</b>		<b>6</b>
<b>Total Credits</b>		<b>82</b>

Students earn the Master's of Occupational Therapy after completing 82 graduate credits including OTM 580 Fieldwork IIA & OTM 581 Level II B Fieldworks.

## Progression, Retention, & Graduation Requirements

All policies and procedures regarding progression, retention and graduation are found in the MOT Student Manual. These policies and procedures are routinely reviewed with the students at the beginning of each semester and/or during advising.

### Grade and Course Sequence Requirements

The program uses a sequential tiered approach to curricular progression. In order for students to progress within the program, students must:

- Earn a GPA of 3.00 in each semester and a Cumulative GPA of 3.00 or above
- Earn a minimum grade of C+ in all OT lecture and lab courses
- Earn a minimum grade of B+ in all OT Level I Fieldwork experiences
- Earn a Pass for Fieldwork Level II's (OTM 580 and OTM 581)

Failing to meet the aforementioned requirements will result in a referral to the Occupational Therapy Academic Progression and Retention Committee (APRC). The outcome of such referral may be: program probation with course remediation; a program probation with a course repeat (and repay); or a program dismissal. All courses must be taken

**sequentially** as indicated in the program of study. Students may request in writing to the department chairperson any deviations from the course sequence, waivers from occupational therapy courses, and/or transfer credits from other occupational therapy programs. All requests must be approved by the Occupational Therapy APRC and the department chairperson.

### Fieldwork Requirements

1. Students must complete all the required didactic coursework and be in good academic standing prior to starting Level II fieldwork (OTM 580 and OTM 581).
2. Students are responsible for transportation to all fieldwork Level I and Level II experiences. All students are required to maintain a viable health insurance, malpractice insurance, CPR certification and current immunization record according to their fieldwork placements. A fieldwork site may have additional requirements as part of its affiliation agreement such as background checks and site-specific mandatory in-services. Failure to comply with fieldwork requirements may negatively impact a student's ability to participate in fieldwork. The department also requires current membership with the American Occupational Therapy Association.
3. Students are required to complete a minimum of 24 weeks of full-time Level II fieldwork. All Level II fieldwork experiences must be completed within 12 months following completion of the didactic portion of the program.

Successful completion of all didactic, lab, and fieldwork requirements is necessary for graduation with the degree of Master of Occupational Therapy.

## Student Learning Outcomes

Upon completion of the Master of Occupational Therapy program, students will demonstrate the following learning outcomes:

1. **Synthesis of Occupation:** Articulate in-depth knowledge of occupation with health and participation to guide the practice of occupational therapy.
2. **Professional Identity and Role Competence:** Demonstrate professionalism and competent role performance.
3. **Advocacy:** Advocate for the distinct value of occupational therapy for individuals, groups and populations.
4. **Professional Reasoning:** Apply occupation and client-centered principles and professional reasoning as part of the occupational therapy process to produce positive outcomes with individuals, communities and populations within systems.
5. **Evidence-Based Practice and Knowledge Translation:** Evaluate, synthesize, translate, and contribute evidence to inform practice and support the delivery of occupational therapy services.
6. **Occupational Therapy Roles in Systems and Practice Contexts:** Demonstrate knowledge of systems and occupational therapy roles in order to work collaboratively in intra/interprofessional teams within traditional and role emerging settings.

The underscored text within each PLO forms the mnemonic SPARKS: S for synthesis, P for professional, A for advocacy, R for reasoning, K for knowledge and S for systems. SPARK is also the title of a book by Morgan, Lynch and Lynch (2018) that portrays leadership and the agency for change as an internal quality that can be harnessed through purposeful and intentional (educative) process.

## Mission Statement

The mission of the Master of Occupational Therapy program at Quinnipiac University is to provide **high-quality education** to develop occupational therapy practitioner-scholars who possess broad-based knowledge and can **influence meaningful change** in the health and functioning of individuals, populations, and communities.

## Philosophy

The Department of Occupational Therapy views the Master of Occupational Therapy program with an occupational and transformative-humanistic lens. This approach acknowledges that each student has a pre-existing occupational identity and possesses varying abilities and experiences, which are brought to the university environment. "Students are viewed as occupational beings who are in dynamic transaction with the learning context and the teaching-learning process" (AOTA Philosophy of Occupational Therapy Education, 2018). The transformative philosophy of education assumes that students can be shaped and transformed through the questioning, analysis and re-examination of worldviews, perceptions and prior belief systems utilizing a humanistic and critical approach to solving problems (Mezirow, 1997). Utilizing community-based, experiential learning; professional interactions; and opportunities for creative flow experiences, student's perceptions, skills and cognitive processes are enhanced and transformed.

Through mentorship and curricular experiences, faculty members apply a transformative-humanistic approach to support master students in their personal and professional growth toward becoming an entry-level occupational therapist and leader. Students are also taught the value and potential of every human being (including themselves) in their capacity for self-determination and need to participate in desired occupations for health, wellness and inclusion as social beings.

The department conceptualizes both development and transformation not merely as a sequential ontological event but rather as a complex iterative, heterarchical, and hierarchical set of processes that are situated in various contexts. Creative, high impact transformation is the basis of curriculum content while developmental transformation is reflected in how the courses are arranged in overlapping phases or tiers using a modified version of Fink's Taxonomy of Significant Learning:

- **Foundational Knowledge (Caring and Learning to Learn)** – refers to understanding, remembering information and ideas; developing interests and professional values; and self-directing one's learning.
- **Application and Integration (Learning About Oneself/Others)** – refers to development of practical, creative and critical thinking skills by connecting ideas/concepts, events and realms of life, as well as in-depth exploration and integration of awareness of oneself and of others.
- **Application and Synthesis** – refers to continued refinement of practical, creative and critical thinking and reflection through the understanding of systems and embracing one's agency in decision-making on complex issues affecting individuals, communities and society.

Through advising, mentorship and curricular experiences, the faculty applies a **transformative humanistic approach** to support students in their personal and professional growth toward becoming an entry-level occupational therapist. Students are also taught the value and potential of every human being and their capacity to self-determine.

## Admission

### Application Process

Students are admitted to the Post-Baccalaureate Master of Occupational Therapy (PB-MOT) program using a holistic review process. A holistic review takes into account multiple factors about the candidate's potential for meeting the expected outcomes of the PB-MOT program, as well as their potential contribution to the educational experience of their fellow students.

There are three stages to the application process: screening, record review, and interview.

1. The screening stage (Graduate Admissions) involves a holistic review of the applicant's full academic record (including GPA), prerequisites, and observation hours as listed below. After the screening stage, qualified applicants will be moved to the records review stage.
2. The records review stage (OT Department) involves an in-depth, holistic review of the applicant's file, including but not limited to academics, experiences, personal statement, letters of recommendation, and resume. After this stage, the most qualified candidates will be admitted, or an interview may be required.
3. The interview stage (if required) involves an interview with the OT Admissions Committee.

There are three potential outcomes of the application process: 1) acceptance; 2) conditional acceptance; or 3) denial of admission. An applicant may be denied admission at any stage of the process.

Based on this holistic process, merit scholarship allocations are determined and will be offered to select candidates at the time of admission. No additional documentation is required to be considered for merit awards.

*Note: A student with a prior history of dismissal from any of the programs within the Quinnipiac Occupational Therapy department is ineligible for admission.*

### Application Timeline

Students are admitted to the Post-Baccalaureate Master of Occupational Therapy program on a rolling basis. As the program begins annually in the fall semester, applications are accepted until June 1 of the same year the applicant plans to matriculate. The most qualified candidates are admitted. Applicants are notified of their acceptance on a rolling basis. All notices will be received by July 1.

### How to Apply

All prospective MOT students, internal or external to Quinnipiac, must apply through the Occupational Therapy Centralized Application System (<https://otcas.cas.myliasion.com/applicant-ux/#/login>) (OTCAS).

All application materials, including official transcripts from all undergraduate, graduate, and professional schools, letters of recommendation, letter of intent, etc. should be submitted directly to OTCAS.

The deadline for a complete application to OTCAS is June 1. Quinnipiac does not require a supplemental application.

### Admission Requirements

1. Bachelor's degree prior to matriculation into the program.
2. A minimum GPA of 3.00 in all post-secondary coursework.
3. A minimum prerequisite GPA of 3.00 with a grade of C or better in each prerequisite course.

4. A minimum of 20 verifiable observation hours in the past 3 years. These hours may be completed in a combination of traditional/clinical and non-traditional/non-clinical settings and patient/client populations.
5. Three letters of recommendation, with at least one from an academic adviser or faculty member, and at least one from a supervisor in an employee or volunteer capacity.
6. Supplemental personal statement that includes reasons for pursuing the Post-Baccalaureate MOT program at Quinnipiac and examples of personal attributes as well as professional and academic experiences that demonstrate capacity for rigor of master studies and future success as a well-rounded occupational therapist and leader.
7. Resume or curriculum vitae.
8. Applicant must have access to technology devices needed for online or hybrid courses that are interwoven throughout the curriculum. Courses labeled DE or HY indicate that they are delivered in part or whole as online. Student should be knowledgeable in utilizing technology software including Word, Excel, PowerPoint, video conferencing (Zoom) and email communication. Information on recommended computing device and software may be accessed through information technology services ([https://myq.quinnipiac.edu/IT%20%20Libraries/Information%20Technology/Academic%20Technology/Pages/AT\\_Site\\_Redesign/MainIS.html](https://myq.quinnipiac.edu/IT%20%20Libraries/Information%20Technology/Academic%20Technology/Pages/AT_Site_Redesign/MainIS.html)).
9. Up to 6 graduate transfer course credits from another occupational therapy program may be considered in place of a similar course(s). Courses must have been completed with a grade of B or better at another regionally accredited institution. Courses must be at the same level (i.e., an undergraduate course may not be transferred in place of a master's-level course) and taken within the past three years. Transfer credit is granted upon admission to the program only. The course description and syllabus and a copy of the transcript with a request for transfer credit must be sent/emailed and be approved by the program director. A possible competency test may also be required.
10. Quinnipiac University has a strong commitment to the principles and practices of diversity. It is committed to equal educational opportunities and full participation for students with disabilities. No qualified student will be excluded from participation in any university program or be subject to any form of discrimination based on disability. Quinnipiac University recognizes its obligations to comply with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504). See Quinnipiac University statement of non-discrimination and compliance (<https://catalog.qu.edu/statements-nondiscrimination-compliance/>).

Applications are reviewed once all the required materials have been received. It is your responsibility to ensure the missing documents are received prior to the stated admissions deadline. Incomplete submissions will not be reviewed.

### Prerequisites:

1. Biological Sciences
  - a. Anatomy and Physiology I with Lab (4 credits)
  - b. Anatomy and Physiology II with Lab (4 credits)
2. Quantitative Literacy
  - a. Statistics, Biostatistics, or Statistics for Social and Behavioral Sciences (3 credits)
  - b. An additional 3 credit math or science-based course, such as: Pre-calculus or calculus, Advanced Statistics, Quantitative

Research Methods, Physics or Biomechanics, Kinesiology or Exercise Physiology, General Chemistry or Organic Chemistry, Neuroscience, or Genetics. *Note: Other quantitative math and science-based courses to fulfill this requirement can be considered upon request with syllabus review.*

3. Social Sciences
  - a. Lifespan Development including Child Development and Adult Development (3-6 credits, depending on the coverage of the breadth of the entire content)
  - b. Abnormal Psychology (3 credits)
  - c. Sociology or Cultural Anthropology (3 credits)

In order to be credited, prerequisites must meet the following conditions:

1. Prerequisites must be completed within 10 years of application from a regionally or nationally accredited institution of higher learning. For students whose credentials were received from a foreign institution, submit an academic equivalency evaluation from a credentialed agency (naces.org (<https://www.naces.org/>)).
2. Each prerequisite course must be completed with a grade of C or better. Each prerequisite course may only be repeated once.
3. For prerequisite courses with a separate lab course grade (e.g., Anatomy and Physiology), the lecture and lab components will be weighted and calculated based on credit hour, and recorded as a single course grade.
4. At the time of application, up to two prerequisite courses (excluding labs) may be in progress or pending but must be completed **by August 1** before starting the PB-MOT program. Qualified candidates whose prerequisites are in progress or pending may be granted conditional acceptance until all prerequisites are satisfactorily met.

The following courses are strongly recommended:

- Coursework on the disease process (e.g., Pathophysiology, Human Health and Disease, Biology of Aging, etc.)
- Coursework on health systems, health policy, or leadership
- Coursework in Humanities such as philosophy, logic, ethics, and courses on Western thought and ideas

### Required Documents

1. Application form completed through OTCAS
2. Personal statement (required by OTCAS)
3. Supplemental personal essay (required by Quinnipiac Occupational Therapy)
4. Official transcripts from all undergraduate, graduate, and professional schools attended, uploaded through OTCAS
5. Three letters of recommendation, uploaded through OTCAS
6. Observation hours (20) that are verified in an official letter from the supervising occupational therapist with contact information

NOTE: Incomplete submissions will not be reviewed.

### Additional Program Costs

As a clinical education program, the MOT program requires some expenses that go beyond standard university tuition and fees:

1. **Clinical/Fieldwork Education Travel** – Students are responsible for all expenses (e.g., gas, parking, maintenance) related to transportation to get to a fieldwork site. This includes private transportation, public transportation and air travel as necessary. **Cost: variable**

2. **Immunizations** – Consistent with the School of Health Sciences policy, all students must have a full battery of immunizations and in some cases titer affirmation of immunity for common diseases including but not limited to: MMR, HepB, varicella, polio, TDAP, TB and influenza. These must be documented prior to the start of clinical experiences in senior year and must be maintained throughout program. **Cost: variable (please check with your insurance carrier)**
3. **Background Check** – All students must undergo an initial background check prior to the start of any clinical/fieldwork experience. Students in the MOT program are required to have a background check prior to the start of the clinical portion of the curriculum in senior year and again before beginning Level II fieldwork. The University utilizes an outside vendor for background checks, these costs are subject to change.
  - a. Initial background check cost is **\$63** for all domestic addresses for the past 7 years or **\$158 for students who have resided in New York state** in the last 7 years due to NY state surcharge. (2025 cost)
  - b. Some clinical fieldwork sites may require an additional yearly background recheck. **Cost: \$32 per annual recheck** (2025 cost)
4. **Drug Screening** – Drug screenings may be required and are dependent upon individual fieldwork site requirements. **Cost: variable**
5. **Liability Insurance** – All students have liability insurance coverage through the university, free of charge, while performing required clinical activity. Students may choose to purchase additional coverage at their own expense.
6. **PRISM and APPROVE** – Students enrolled in professional programs must enroll in PRISM and APPROVE.
  - a. Prism is the clinical tracking and assessment program used by the School of Health Sciences. **Cost: one-time payment of \$150 per student for the MOT major (students are responsible for this cost).**
  - b. APPROVE is the program within Prism that tracks all student health and safety records, provides documentation to prospective clinical sites and provides notification of impending expiration dates. **Cost: \$35 for first year, \$10 per year thereafter**
7. **Professional Association Membership** – All Master of Occupational Therapy students are required to purchase a student membership from the American Occupational Therapy Association (AOTA). The cost of the student membership is **\$78 per year** (2025 cost). Students have full access to all of the resources as part of this membership including journal articles, videos, and other class and professional learning materials needed for program completion.
8. **Certification Examination Costs** – All occupational therapy students upon successful completion of the academic and fieldwork requirements of the MOT program must take a certification examination in order to practice as a registered occupational therapist. This is given by the National Board of Certification of Occupational Therapy (NBCOT) and **costs \$540.00** (2025 cost) to take the examination.

## Accreditation

Master of Occupational Therapy program at Quinnipiac University is an entry-level master's degree program accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). The Master of Occupational Therapy program received its 10-year reaccreditation in August 2019 and will undergo another accreditation review through a self-study and on-site visitation during academic year 2028-2029.

The ACOTE address is:

Accreditation Council for Occupational Therapy Education  
7501 Wisconsin Avenue, Suite 510E  
Bethesda, MD 20814

Phone: 301-652-6611

Fax: 301-652-1417

Email: [accred@aota.org](mailto:accred@aota.org)

Website: [acoteonline.org \(https://acoteonline.org/\)](https://acoteonline.org/)

All graduates of the program are eligible to sit for the national certification examination for the occupation therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). Information about the program's performance in the National Board for Certification in Occupational Therapy (NBCOT) exam may be accessed and verified through the NBCOT website (<https://www.nbcot.org/Educators-Folder/SchoolPerformance>). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). All states and jurisdictions require graduation from an ACOTE-accredited occupational therapy program and passing the NBCOT exam is a requirement for state licensure. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

The American Occupational Therapy Association (AOTA) website (<https://www.aota.org/>) provides links to state regulations regarding qualifications and licensure, including continuing competency requirements, scope of practice by state, and a list of the states that offer#temporary licensure#to graduates from ACOTE-accredited programs who have not yet passed the NBCOT exam.

## Program Sponsorship

Quinnipiac University assumes primary responsibility for appointment of faculty, admission of students and curriculum planning for the MOT program. This responsibility includes the delivery of course content, satisfactory completion of the educational program and granting of the degree. The university also is responsible for the coordination of classroom teaching and supervised fieldwork practice and for providing assurance that the practice activities assigned to students in a fieldwork setting are appropriate to the program.

Quinnipiac University complies with the administrative requirements for maintaining accreditation of the MOT program.

### **OTM 501. OT Theory. 3 Credits.**

This course explores how occupations influence health and well-being from a historical, developmental, and evidence-based perspective. Current and emerging occupation-based models are analyzed and applied as theoretical foundations in the promotion of health, prevention of disease, and management of occupational disruptions across the life span. Complementary healthcare models and current global social political issues are highlighted.

**Prerequisites:** None

**Offered:** Every year, Fall

### **OTM 502L. OT Service Learning. 1 Credit.**

This course applies the concepts of observation and therapeutic use of self to a community setting where the students will observe and conduct an applied activity analysis of the clients/community and/or the population in order to design service projects that meet the occupational needs of those being served in the setting. Application of context variable analysis and service provision in a meaningful occupation will provide a natural experience of learning about human occupations.

**Prerequisites:** None

**Offered:** Every year, Fall

### **OTM 503. OT Practice Framework and Professional Reasoning. 2 Credits.**

This course explores the vocabulary of the profession, The Occupational Therapy Practice Framework, and links the terminology to knowledge and skills in the identification and analysis of occupation in context, personal factors and occupational performance and the application of clinical reasoning to the occupational therapy process.

**Prerequisites:** None

**Offered:** Every year, Fall

### **OTM 512. Applied Neuroscience in OT Practice. 4 Credits.**

This course provides a comprehensive study of neuroanatomy including the structures, functions, and interrelationships of neural subsystems that are key to occupational performance. Students apply their understanding of these neural substrates including motor behaviors, sensory-perception, emotional processing, cognition, and learning, to the analysis of human occupations and dysfunctions in occupational performance.

**Prerequisites:** None

**Offered:** Every year, Fall

### **OTM 512L. Applied Neuroscience in OT Practice Lab. 1 Credit.**

This course builds upon and provides practical application of the concepts taught in the OTM 512 course. Students are introduced to standardized and non-standardized procedures for neurological screening, as well as dynamic analysis of human occupational performance as essential tools of occupational therapy practice.

**Prerequisites:** None

**Offered:** Every year, Fall

### **OTM 513. Clinical Anatomy & Kinesiology. 4 Credits.**

Students will take a deep dive into the human body with a focus on the musculoskeletal system and the biomechanics. Focus will be placed on regional competence beginning with core stability leading to distal mobility as it relates to human occupation. Origins, actions, insertions, and innervations are of heavy emphasis.

**Prerequisites:** None

**Offered:** Every year, Fall

### **OTM 513L. Clinical Anatomy & Kinesiology Lab. 2 Credits.**

Students will participate in both the Human Anatomy Lab for cadaveric dissection, virtual dissection, as well as Clinical Skills and palpation labs where they will master biomechanical assessment of the human body. Students will gain an ability to see through the skin to visualize the body in action as it engages in human occupations.

**Prerequisites:** None

**Offered:** Every year, Fall

**OTM 505. Research Methods and Evidence-Based Practice. 3 Credits.**

This course addresses research fundamentals in the practice of occupational therapy. The course examines research epistemology, methods, research designs, and data analysis in occupational therapy research. Levels of evidence are addressed and applied to decisions in occupational therapy interventions. Students gain experience developing research procedures, critically analyzing data, and identifying ethical issues involved in developing a research study.

**Prerequisites:** None

**Offered:** Every year, Spring

**OTM 520. OT Mental Health & Psychosocial Part I. 2 Credits.**

This course provides a comprehensive overview of OT's role for children and youth with mental health and psychosocial needs. Emphasis is on the role of occupation in promoting mental health, preventing disease and managing life disruptions. Psychological and OT theories guide the student's learning of the OT process within community-based and institutional settings across the continuum of service delivery. The inclusion of documentation, therapeutic use of self and evidence-based practice are emphasized

**Prerequisites:** None

**Offered:** Every year, Spring

**OTM 520L. OT Mental Health and Psychosocial Part I Lab. 2 Credits.**

This course builds upon concepts from OTM 520 highlighting OT's distinct value in addressing psychosocial and mental health needs among children and youth, groups, and organizations. Students will practice assessments and evidence-based intervention modalities for various mental health conditions across the life span. Application of theoretical models and frames of reference will be highlighted. Additionally, students will enhance observation skills needed for documentation and practice verbal interventions related to therapeutic modes.

**Prerequisites:** None

**Offered:** Every year, Spring

**OTM 522. OT For Children and Youth I. 6 Credits.**

This course provides a comprehensive overview of pediatric health conditions as they alter function and participation, environmental factors as they relate to barriers for occupational performance, and evaluation and interventions used by occupational therapy practitioners for children and youth. Traditional theoretical models/frames of reference and current evidence will be utilized as a basis for the clinical/professional reasoning process applicable to the OT process for children and youth so that facilitators and barriers to occupational performance can be identified. Documentation related to contextual philosophies, procedures, and regulations dictating pediatric practice will be highlighted throughout the course.

**Prerequisites:** None

**Offered:** Every year, Spring

**OTM 522L. OT For Children & Youth I Lab. 2 Credits.**

This lab course complements the OTM 522 and OTM 522F and provides opportunity for experiential learning of the evaluation process and intervention techniques used in occupational therapy for children and youth. The safe, efficient, and culturally sensitive delivery of specific assessment and intervention techniques are highlighted.

**Prerequisites:** None

**Offered:** Every year, Spring

**OTM 522F. OT For Children & Youth I Fieldwork. 1 Credit.**

This course provides structured fieldwork observation in various settings working with the children/youth population; it will allow the student to observe and explore the evaluation and intervention process utilized in occupational therapy. Students will also have the opportunity to observe and report on the variety of assessment and intervention tools utilized within the models of healthcare for the children and youth population.

**Prerequisites:** None

**Offered:** Every year, Spring

**OTM 524. Ot for Adults/Older Adults I. 4 Credits.**

This course provides a comprehensive overview of various conditions that impact health and occupational performance among adults and older adult populations, with emphasis given to understanding common diagnoses encountered and assessments and interventions used by occupational therapy practitioners in general medicine/surgery, neurology, and orthopedics. This course will integrate the use of various theoretical models/frames of reference, current evidence, and clinical/professional reasoning pertinent to the OT process. Documentation will be highlighted throughout the course including for traditional systems for individual and population-based approaches. Key concepts in interprofessional practice and health literacy will be incorporated.

**Prerequisites:** None

**Offered:** Every year, Summer

**OTM 524L. OT for Adults/Older Adults I Lab. 2 Credits.**

This lab course complements the OTM 524 and OTM 524F and provides opportunity for experiential learning of the evaluation process and intervention techniques used in occupational therapy for adults and older adults. The safe, efficient and culturally sensitive delivery of specific assessment and intervention techniques are highlighted.

**Prerequisites:** None

**Offered:** Every year, Summer

**OTM 524F. OT for Adults/Older Adults I Fieldwork. 1 Credit.**

This course provides structured fieldwork observation in various settings working with the adult population; it will allow the student to observe and explore the evaluation and treatment process utilized in occupational therapy with adults and older adults. Students will develop an appreciation for the frame of reference used in the models of practice as a guide to evaluation and treatment.

**Prerequisites:** None

**Offered:** Every year, Summer

**OTM 528L. Biomechanical Interventions Lab. 1 Credit.**

Students experience hands on learning in safe and effective application of biomechanically-oriented interventions and principles for splinting, physical agent modalities, and therapeutic exercise programs. Specifically, students evaluate and fabricate splints for specific diagnoses and discuss the role of splinting as part of an overall intervention plan. Students are introduced to various prosthetic devices and the role of occupational therapy during pre-prosthetic and prosthetic training. Students demonstrate the ability to use and apply various physical agent modalities to intervention planning assignments.

**Prerequisites:** None

**Offered:** Every year, Summer

**OTM 530. Administration and Management of System. 3 Credits.**

This class introduces students to the daily management functions of an occupational therapy department including planning, organizing, directing, controlling, and supervision of occupational therapy assistants and other department personnel. The course integrates students' knowledge of interventions with information related to the delivery of occupational therapy services. Topics include managed care, quality assurance, leadership, regulatory agencies, models of practice, ethics, and consultation. Students gain hands-on experience with budgeting, marketing, program evaluation, and ethical problem-solving in administration.

**Prerequisites:** None

**Offered:** Every year, Summer

**OTM 562. Professional Development I. 1 Credit.**

This course prepares students for the role of student transitioning to professional. Focus is placed on understanding of current professional issues, policies related to practice, professional advocacy to support current and future practice, an introduction to the process of securing grants, and development of skills needed to participate in the instructional design process in preparation for work in an academic setting.

**Prerequisites:** None

**Offered:** Every year, Summer

**OTM 521. OT in Mental Health & Psychosocial Practice II. 2 Credits.**

This course highlights OT's distinct value in addressing psychosocial and mental health needs among adult and older adult populations, groups, and organizations. Emphasis is on the role of occupation in promoting mental health, preventing disease and managing life disruptions. OT, psychosocial, & group theories, as well as, group interventions are highlighted. Related skills such as documentation, therapeutic use of self and evidence-based practice are emphasized.

**Prerequisites:** None

**Offered:** Every year, Fall

**OTM 521L. OT in Mental Health & Psychosocial Practice II Lab. 2 Credits.**

This lab builds upon concepts from OT 521 highlighting OT's distinct value in addressing psychosocial and mental health needs among adult and older adult populations, groups, and organizations. Emphasis is on the role of occupation in promoting mental health, preventing disease and managing life disruptions. Group theory and evidence-based group interventions are practiced to promote the therapeutic use of self. A culminating group protocol assignment integrates theory, practice, and research.

**Prerequisites:** None

**Offered:** Every year, Fall

**OTM 521F. OT in Mental Health & Psychosocial Practice II Fieldwork. 1 Credit.**

This course provides structured fieldwork observation in various settings working with the mental health and psychosocial populations across the lifespan; it will allow the student to observe and explore the evaluation and intervention process utilized in occupational therapy. Students will also have the opportunity to observe and report on the variety of assessment and intervention tools utilized across a continuum of service delivery. Students will develop an appreciation for the frames of reference used in the models of practice, as a guide to the evaluation and intervention process.

**Prerequisites:** None

**Offered:** Every year, Fall

**OTM 523. OT for Children & Youth II. 5 Credits.**

This course provides an in-depth analysis of sensory processing and integration with a focus on clinical reasoning to understand and appreciate the impact of these processes on individuals, populations and community environments. Opportunities are provided to learn specific intervention strategies for individuals, as well a systems approach emphasizing the importance of educating the team of people who support these individuals in varying contexts, to facilitate functional participation and engagement in purposeful and productive activities. Documentation within these various systems will be illustrated, discussed, and produced.

**Prerequisites:** None

**Offered:** Every year, Fall

**OTM 523L. OT for Children & Youth II Lab. 1 Credit.**

This lab integrates the advanced intervention techniques / specialized interventions used by occupational therapy practitioners for individuals and populations with sensory integrative and processing difficulties, developmental disabilities, and brain-based behavioral challenges. Opportunities will be provided to learn specific interventions required for a variety of occupational therapy practice contexts and with consideration of cultural and environmental factors.

**Prerequisites:** None

**Offered:** Every year, Fall

**OTM 523F. OT for Children & Youth II Fieldwork. 1 Credit.**

This course provides structured fieldwork observation in sensory integration settings and allows the student to observe and explore the intervention process utilized in these frames of reference. Students will also have the opportunity to see, observe and report on the variety of intervention strategies utilized within the various models such as healthcare, education, community and social systems. The settings utilized are equipped to provide clinical application of principles learned in the OT curriculum and focus on the sensory integration intervention process.

**Prerequisites:** None

**Offered:** Every year, Fall

**OTM 570. Scholarly Project I. 1 Credit.**

This Scholarship Project Series is a 2-course, 3 credit sequence that enables students to participate in the design, development, and implementation of a Scholarly project over the course of a year. Students will work with faculty mentors to develop a creative, community-based project or research study that is relevant to current or emerging practice areas in occupational therapy. This first course focuses on the project design through a scholarly literature review.

**Prerequisites:** None

**Offered:** Every year, Fall

**OTM 525. OT for Adults/Older Adults II. 4 Credits.**

This course provides a comprehensive overview of specialized interventions used by occupational therapy practitioners in neurorehabilitation, oncology and geriatrics/gerontology. This course will integrate the use of various theoretical models/frames of reference, current evidence, and clinical/professional reasoning pertinent to the OT process in neurorehabilitation practice. Documentation will be highlighted throughout the course for traditional and emerging systems for individual and population-based approaches. Key concepts in interprofessional practice and health literacy will be incorporated.

**Prerequisites:** None

**Offered:** Every year, Spring

**OTM 525L. OT for Adults/Older Adults II Lab. 2 Credits.**

This lab integrates the advanced intervention techniques discussed and described in the lecture portion of this class. Opportunities will be provided to learn specific interventions required for a variety of occupational therapy practice contexts and with consideration of cultural and environmental factors.

**Prerequisites:** None

**Offered:** Every year, Spring

**OTM 525F. OT for Adults/Older Adults II Fieldwork. 1 Credit.**

This course provides structured fieldwork observation in neuro-rehabilitative settings and allows the student to observe and explore the intervention process utilized in these frames of reference. The settings utilized are equipped to provide clinical application of principles learned in the OT curriculum and focus on the neurorehabilitation intervention process.

**Prerequisites:** None

**Offered:** Every year, Spring

**OTM 526. Technology in OT Practice. 1 Credit.**

This course provides students with exposure to advanced intervention techniques related to assistive technology in occupational therapy. The course focuses on application of assistive technology across the lifespan, and thus emphasizes use of both interventions in a variety of practice contexts and practice settings. Since technology options change rapidly, emphasis is on the clinical reasoning process used to select and evaluate interventions in education, home, work, leisure and community practice domains.

**Prerequisites:** None

**Offered:** Every year, Spring

**OTM 526L. Technology in OT Practice Lab. 1 Credit.**

This lab course provides students with hands-on experience in advanced intervention techniques related to assistive technology in occupational therapy. The course focuses on application of assistive technology across the lifespan, and thus emphasizes use of both interventions in a variety of practice contexts and practice settings. Since technology options change rapidly, emphasis is on the clinical reasoning process used to select and evaluate interventions in rehabilitation, home, work, leisure and community technology-related practice areas. Prerequisite: Matriculation as an MOT student.

**Prerequisites:** None

**Offered:** Every year

**OTM 527. Work & Ergonomics. 2 Credits.**

This course focuses on the occupation of work applied across the lifespan and to various practice contexts and worker challenges. The course addresses topics related to the occupation of work, including employment acquisition, job performance, volunteerism, and retirement. Work tasks and work demands are analyzed relative to physical, cognitive, social, organizational, and environmental factors that impact job performance. Modifications that optimize worker functioning are examined as prevention and as rehabilitation.

**Prerequisites:** None

**Offered:** Every year, Spring

**OTM 573. Scholarly Project II. 2 Credits.**

This Scholarship Project Series is a 2-course, 3 credit sequence that enables students to participate in the design, development, and implementation of a Scholarly project over the course of a year. Students will work with faculty mentors to develop a creative, community-based or research-project that is relevant to current or emerging practice areas in occupational therapy. This second course focuses on the project development and implementation.

**Prerequisites:** Take OTM 570.

**Offered:** Every year, Spring

**OTM 580. Fieldwork Level IIA. 5 Credits.**

This 12-week full-time supervised fieldwork experience provide the student with the opportunity to apply theory and clinical reasoning skills to the occupational therapy evaluation and intervention process for clients across the life span and in a variety of life environments. Students must abide by all fieldwork policies as listed in the Student Fieldwork Manual. This is the first of two required level II experiences.

**Prerequisites:** None

**Offered:** Every year, Summer

**OTM 581. Fieldwork Level IIB. 5 Credits.**

This 12-week full-time supervised fieldwork experience provide the student with the opportunity to apply theory and clinical reasoning skills to the occupational therapy evaluation and intervention process for clients across the life span and in a variety of life environments. Students must abide by all fieldwork policies as listed in the Student Fieldwork Manual. This is the second of two required level II experiences and is different in setting/population from OTM 580.

**Prerequisites:** Take OTM 580.

**Offered:** Every year, Fall

**OTM 581S. Seminar Professional Development II. 1 Credit.**

This course prepares students for the transition from academia to professional practice, focusing on career development strategies and NBCOT exam preparation. Through interactive discussions, mock exams, and career planning exercises, students will gain confidence in their professional readiness and develop a personalized roadmap for success in the field of occupational therapy.

**Prerequisites:** TAKE OTM 580

**Offered:** Every year, Fall