

# ENTRY-LEVEL PROFESSIONAL DOCTOR OF OCCUPATIONAL THERAPY

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Our Entry-Level Professional Doctor of Occupational Therapy (OTD) program prepares students with a breadth and depth of knowledge and skills to practice autonomously or collaboratively within various health care, educational and social systems. Our curriculum consists of three distinct elements:

- Academics: didactics integrated with laboratory and immersive clinical experiences
- Clinicals: two 12-week, full-time fieldwork experiences designed to prepare students for entry-level practice
- Capstone: doctoral capstone seminar series that culminate in a 14-week doctoral capstone experience and scholarly project that represents in-depth knowledge in occupational therapy

Throughout each phase of the program, each student is required to maintain a professional portfolio that coincides with the program's learning outcomes. The Entry-Level Professional OTD program is a full-time, intensive program designed to be completed in three years. Students admitted to the program are required to take 11 credits of graduate coursework in Clinical Anatomy, Neuroanatomy, and the Philosophy and Science of Occupational Therapy. Students complete 10 semesters (Fall, Spring, Summer) of coursework for a total of 124 credits.

## Entry-Level Professional OTD Curriculum

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

Course	Title	Credits
<b>First Year</b>		
<b>Summer Semester</b>		
OT 700	Philosophy and Science of Occupational Therapy	3
OT 710	Clinical Anatomy in OT Practice	4
OT 710L	Clinical Anatomy in OT Practice Lab	1
OT 712	Neuroanatomy in OT Practice	3
<b>Credits</b>		<b>11</b>
<b>Fall Semester</b>		
OT 701	Occupational Therapy Theory	3
OT 702L	OT Service Learning	1
OT 703	OT Practice Framework and Professional Reasoning	3
OT 705	Research Methods and Evidence-Based Practice	3
OT 711	Applied Kinesiology	2
OT 711L	Applied Kinesiology Lab	1
OT 713	Applied Neuroscience	2

OT 713L	Applied Neuroscience Lab	1
<b>Credits</b>		<b>16</b>
<b>Spring Semester</b>		
OT 720	Occupational Therapy Mental Health and Psychosocial Practice I	3
OT 720L	Occupational Therapy Mental Health and Psychosocial Practice I Lab	1
OT 722	Occupational Therapy for Children and Youth I	6
OT 722L	Occupational Therapy for Children and Youth I Lab	1
OT 722F	Occupational Therapy for Children and Youth I Fieldwork	1
OT 730	Administration and Management of Systems	3
<b>Credits</b>		<b>15</b>
<b>Second Year</b>		
<b>Summer Semester</b>		
OT 724	Occupational Therapy for Adults and Older Adults I	6
OT 724L	Occupational Therapy for Adults and Older Adults I Lab	1
OT 724F	Occupational Therapy for Adults and Older Adults I Fieldwork	1
OT 726	Technology in OT Practice	2
OT 726L	Technology in OT Practice Lab	1
OT 731	Leadership and Change	2
<b>Credits</b>		<b>13</b>
<b>Fall Semester</b>		
OT 721	OT Mental Health and Psychosocial Practice II	3
OT 721L	OT Mental Health and Psychosocial Practice II Lab Lab	1
OT 721F	OT Mental Health and Psychosocial Practice II Fieldwork	1
OT 723	Occupational Therapy for Children and Youth II	6
OT 723L	OT for Children and Youth II Lab	1
OT 723F	OT for Children and Youth II Fieldwork	1
OT 751	Capstone Seminar I - Exploration	2
<b>Credits</b>		<b>15</b>
<b>Spring Semester</b>		
OT 725	OT for Adults and Older Adults II	6
OT 725L	OT for Adults and Older Adults II Lab	1
OT 725F	OT for Adults and Older Adults II Fieldwork	1
OT 727	Work and Ergonomics	3
OT 728L	Biomechanical Intervention Lab	2
OT 752	Knowledge Translation and Synthesis	3
<b>Credits</b>		<b>16</b>
<b>Third Year</b>		
<b>Summer Semester</b>		
OT 753	Capstone Seminar II - Planning	2
OT 780	Fieldwork Level IIA	6
<b>Credits</b>		<b>8</b>
<b>Fall Semester</b>		
OT 781	Fieldwork Level IIB	6
<b>Credits</b>		<b>6</b>

Spring Semester		
OT 754	Capstone Seminar III - Preparation	2
OT 760	Special Topics Or Independent Study	3
OT 762	Health Policy, Law, and Advocacy	3
OT 764	Business Leadership and Entrepreneurship in OT	3
OT 766	Methods of Teaching and Learning in OT	3
OT 782	Professional Development	2
<b>Credits</b>		<b>16</b>
Fourth Year		
Summer Semester		
OT 790	Doctoral Project Seminar	2
OT 791	Doctoral Experience	6
<b>Credits</b>		<b>8</b>
<b>Total Credits</b>		<b>124</b>

## Fieldwork Expectations

All students are responsible for transportation to all fieldwork 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.

## Capstone Expectations

All students are required to complete a capstone experience (OT 791) and a capstone project (OT 790) in the final semester. All fieldwork and didactic requirements must be satisfactorily fulfilled and a student must pass a comprehensive competency exam prior to matriculating into OT 790 and OT 791.

- **CAPSTONE EXPERIENCE:** The capstone experience is a mentored process by an individual with demonstrated expertise in the student's area of interest. The capstone experience may occur in a traditional/clinical site or non-traditional/non-clinical site and is intended for the implementation of the capstone project and the integration of learning. Students are responsible for transportation to all capstone experiences. All students are required to maintain a viable health insurance, malpractice insurance, CPR certification and current immunization record according to their capstone placements. A capstone site may have additional requirements as part of its affiliation agreement or memorandum of understanding such as background checks and site-specific mandatory in-services. Failure to comply with capstone experiential requirements may negatively impact a student's ability to participate.
- **CAPSTONE PROJECT:** The doctoral capstone project is an opportunity for students to demonstrate in-depth knowledge in occupational therapy and the attainment of all program learning outcomes. The project concludes in a scholarly manuscript and oral presentation to the occupational therapy practice community.

## Progression, Retention and Graduation Requirements

All policies and procedures regarding progression, retention and graduation are found in the OTD Student Handbook. 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 tiered approach to curricular progression.

- During Tier 1 (Summer and Fall of the first year), students must meet a semester GPA of 3.0 and a C+ in all OT courses.
- During Tiers 2-4 (remainder of the program), students must meet a semester GPA of 3.2 and a B- in all lecture courses, B in laboratory courses, and B+ in Level I fieldwork.
- In addition, all students must acquire a "Pass" in their Level II Fieldwork (Tier 3) and Doctoral Capstone Experience (Tier 4).

Failure to meet the aforementioned requirements will result in a referral to the 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 (or designee), 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 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 (OT 780 and OT 781).
2. All Level II Fieldwork experiences must be completed within 12 months following completion of the didactic portion of the program.

## Capstone Requirements

1. Students must complete all didactic coursework and Level II Fieldwork, be in good academic standing, and pass a comprehensive exam prior to starting the Doctoral Capstone Experience (OT 791) and Project (OT 790).
2. The Doctoral Capstone Experience and Project must be completed within 12 months following the successful passing of the comprehensive exam.

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

## Student Learning Outcomes

Upon completion of the Entry-Level Professional Doctor of Occupational Therapy program, students will demonstrate the following competencies:

1. **Advocacy:** Advocate for the distinct value of occupational therapy.
2. **OT Process and Reasoning:** Apply occupation-centered principles and effective professional/clinical reasoning in the occupational therapy process.

3. **Systems and Practice Contexts:** Demonstrate leadership and competent performance of occupational therapy roles across traditional and emerging settings and systems.
4. **Evidence-Based Practice and Knowledge Translation:** Evaluate, synthesize and translate evidence to inform practice.
5. **Leadership and Professional Development:** Commit to the ongoing development of leadership skills with an OT professional identity within the context of interprofessional practice.
6. **Synthesis:** Synthesize and articulate the integral relationship among occupation, health and participation.

## Program Mission

The mission of the OTD program is to provide high-quality education to develop occupational therapy practitioner-scholars, who possess broad-based knowledge and skills to influence meaningful change in the health and functioning of individuals, populations and communities. The program aims to graduate entry-level occupational therapists who possess **in-depth knowledge and skills** in advocacy, occupational therapy process, systems, professional leadership, evidence-based practice and in the synthesis of occupation, health and participation.

## Program Philosophy

The Department of Occupational Therapy views the entry-level doctoral education program with a transformational-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. The transformational philosophy of education assumes that students have pre-formed perceptions and beliefs about the world that can be shaped and transformed through the questioning, analysis and re-examination of world views, perceptions and prior belief systems utilizing a humanistic and critical approach to solving problems (Mezirow, 1997). Through mentorship and curricular experiences, faculty members apply a **transformational humanistic approach** to support doctoral students in their personal and professional growth toward becoming an entry-level occupational therapist and leader. Students also are taught the value and potential of every human being (including themselves) in their capacity to self-determine and need to participate in desired occupations for health, wellness and inclusion as social beings.

The department conceptualizes **developmental transformation** not merely as a sequential ontological event but rather as a complex iterative, heterarchical and hierarchical sets 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

[1] ([https://outlook.office.com/mail/search/id/AAQkAGM0ZmVIN2lzLWU2NjEtNGM0Yy04NjRkLTc5N2VhNTdhZTQwNgAQADZkEhZmE5NiThAUA0Ijmk%3D/#\\_ftn1](https://outlook.office.com/mail/search/id/AAQkAGM0ZmVIN2lzLWU2NjEtNGM0Yy04NjRkLTc5N2VhNTdhZTQwNgAQADZkEhZmE5NiThAUA0Ijmk%3D/#_ftn1)):

- 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, 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 effecting individuals, communities and society.

## Admission Application Process

Students are admitted to the Entry-Level Professional Doctor of Occupational Therapy (E-OTD) 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 E-OTD program, as well as their potential contribution to the educational experience of their fellow students.

There are two stages to the application process: a screening stage and an interview stage.

1. The **screening stage** involves a review of the applicant's GPA, prerequisites and observation hours as listed below. After the screening stage, the most qualified applicants will be offered an interview.
2. The **interview stage** involves an actual interview, as well as a review of the applicant's recommendation letters, personal essay and resume.

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 either stage of the process. Note: **A student with a prior history of dismissal from any of the programs within the QU Occupational Therapy Department is ineligible for admission.**

## Application Timeline

Students are admitted to the Entry-Level Professional Doctor of Occupational Therapy program on a rolling basis. As the program begins in the Summer I session (mid-late May), applications are accepted until February 15 of the same year the applicant plans to matriculate. Interviews are required and offered to the most qualified candidates. Applicants are notified of their acceptance on or before March 15.

## Admission Requirements

1. Bachelor's degree prior to matriculation into the program.
2. A minimum GPA of 3.2 in all post-secondary coursework.
3. A minimum prerequisite GPA of 3.0 with a grade of C+ or better in each prerequisite course.
4. A minimum of 40 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 Entry-Level Professional OTD at Quinnipiac and examples of personal attributes as well as professional and academic experiences that demonstrate capacity for rigor of doctoral studies and future success as 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, Microsoft Teams) and email communication. Information on recommended computing device and software may be accessed through information technology services at [techhelp.quinnipiac.edu/](https://techhelp.quinnipiac.edu/) (<https://techhelp.quinnipiac.edu/>)

9. Successful in-person interview with the OTD Admissions Committee.

Scores from the Graduate Record Examination (GRE) are not required. However, applicants may submit scores if they believe it can enhance the strength of their application.

## OTD Prerequisites

The OTD prerequisite courses are as follows:

1. Biological Sciences
  - Anatomy and Physiology I with Lab (4 credits)
  - Anatomy and Physiology II with Lab (4 credits)
2. Quantitative Literacy
  - General Physics (3-4 credits). A course in Calculus or Biomechanics may be used as a substitute.
  - Biostatistics or Statistics for Social and Behavioral Sciences (3 credits)
3. Social Sciences
  - Lifespan Development including Child Development and Adult Development (3-6 credits)
  - Abnormal Psychology (3 credits)
  - Sociology or Cultural Anthropology (3 credits)

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

1. Prerequisites must be completed within 8 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/) (<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 May before starting the E-OTD 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 not required but 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. Letter of intent
3. Supplemental personal statement

4. Official transcripts from all undergraduate, graduate and professional schools attended.
5. Three letters of recommendation
6. Observation hours (40) 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 entry-level doctor of occupational therapy degree requires some expenses that go beyond university graduate tuition and fees:

1. **Clinical/Fieldwork Education Travel** – Students are responsible for all expenses (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 during the sophomore year and must be maintained through the undergraduate education. **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 E-OTD program are required to have a background check prior to the start of program in the first summer and again before beginning Level II Fieldwork.
  - 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.
  - b. Some students may be required to do an annual recheck one year after the initial background recheck. **Cost: \$32 per annual recheck**
4. **Drug Screening** – Drug screenings may be required and are dependent upon individual fieldwork site requirements. **Cost: \$42.25**
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. **EXXAT and APPROVE: FOR THOSE PROGRAMS USING EXXAT ONLY.** Students enrolled in professional programs must enroll in EXXAT and APPROVE.
  - a. EXXAT is the clinical tracking and assessment program used by the School of Health Sciences. **A one-time payment of \$150 per student for the E-OTD program is required (students are responsible for this cost).**
  - b. **APPROVE is the program within EXXAT 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 occupational therapy students in the E-OTD program are required to purchase a student membership from the American Occupational Therapy Association (AOTA). The cost of the student membership is **\$75 per year**. 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 E-OTD 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 \$555 (2021 cost)** to take the examination.

## Accreditation

The Entry-Level Professional Doctor of Occupational Therapy (OTD) program at Quinnipiac University has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located 6116 Executive Boulevard, Suite 200 North Bethesda, MD 20852-4929. ACOTE's contact information is as follows: phone: 301-652-6611 (ext. 2914); fax: 301-652-1417; email: [accred@aota.org](mailto:accred@aota.org); website: [acoteonline.org](http://acoteonline.org)

As a program with Candidacy Status, Quinnipiac University may admit students into the Entry-level OTD according to the approved timeline and may proceed to the Preaccreditation Review step of the accreditation process. The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

## Program Sponsorship

Quinnipiac University assumes primary responsibility for appointment of faculty, admission of students, and curriculum planning for the entry-level OTD 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 Entry-Level Professional OTD program.

### OT 700. Philosophy and Science of Occupational Therapy. 3 Credits.

This course presents the philosophical, historical and scientific foundations of the occupational therapy profession and their relevance to contemporary practice. From a philosophical perspective, the course unpacks the epistemology (knowledge), ontology (reality/view) and axiology (actions/methods) of the profession. The evolution of practice throughout history and current and emerging trends in practice is analyzed with respect to meeting societal needs.

**Offered:** Every year, Summer

### OT 701. Occupational Therapy 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.

**Offered:** Every year, Fall

### OT 702L. OT Service Learning. 1 Credit.

This course applies the concepts of observation and therapeutic use of self to a community setting where the students observe and conduct and 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 provides a natural experience of learning about human occupations.

**Offered:** Every year, Fall

### OT 703. OT Practice Framework and Professional Reasoning. 3 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.

**Offered:** Every year, Fall

### OT 705. 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.

**Offered:** Every year, Fall

### OT 710. Clinical Anatomy in OT Practice. 4 Credits.

This course provides a comprehensive study of the musculoskeletal system with emphasis on clinical correlation to occupational therapy practice and the biomechanical basis of occupational performance. The course has a corresponding dissection and palpation lab.

**Offered:** Every year, Summer

### OT 710L. Clinical Anatomy in OT Practice Lab. 1 Credit.

This laboratory course involves dissection, visual examination, and surface palpation as part of a comprehensive study of the human anatomy. Emphasis is in the thorough examination of the musculoskeletal system and select components of the nervous system relative to the anatomical and biomechanical bases of occupational performance.

**Offered:** Every year, Summer

### OT 711. Applied Kinesiology. 2 Credits.

This course integrates information from Human Anatomy with principles of biomechanics and their application to occupational therapy practice. Emphasis is on the biomechanical analysis of human occupations and performance. Key concepts in clinical kinesiology are presented as essential elements to the OT process.

**Offered:** Every year, Fall

**OT 711L. Applied Kinesiology Lab.****1 Credit.**

This laboratory course provides a comprehensive review of fundamentals of musculoskeletal assessment relevant to occupational therapy practice. This course applies and integrates the concepts learned in the lecture course, OT 521.

**Offered:** Every year, Fall

**OT 712. Neuroanatomy in OT Practice.****3 Credits.**

This course provides a comprehensive study of neuroanatomy including the structures, functions and physiology of neural systems and examines the interrelationships of neuroanatomical structures, subsystems and neurophysiologic processes involved in human behaviors, which are the foundation for occupational performance. The course also introduces basic neurobehaviors and dysfunctions.

**Offered:** Every year, Summer

**OT 713. Applied Neuroscience.****2 Credits.**

This course builds on neuroanatomy as it examines the interrelationships of neuroanatomical structures, subsystems and neurophysiologic processes involved in human behaviors, which are the foundation for occupational performance. Specifically, students learn the neural substrates and mechanisms of motor behaviors, sensory-perception, emotions, language, attention, memory and learning.

**Offered:** Every year, Fall

**OT 713L. Applied Neuroscience Lab.****1 Credit.**

This course builds on functional neuroanatomy and is an adjunct to Applied Neuroscience as it examines the interrelationships of neuroanatomical structures, subsystems and neurophysiologic processes involved in human behaviors, which are the foundation for occupational performance and applies screening procedures. Specifically, students learn the neural substrates and mechanisms of motor behaviors, sensory-perception, emotions, language, attention, memory and learning. The course also introduces basic screening procedures to identify neurobehavioral dysfunctions.

**Offered:** Every year, Fall

**OT 720. Occupational Therapy Mental Health and Psychosocial Practice I.****3 Credits.**

This course highlights OT's distinct value in addressing psychosocial and mental health needs among children and youth, groups and organizations. Emphasis is on the distinct nature of occupation in promoting mental health, preventing disease, and managing life disruptions. Scientific evidence and theories guide the student's learning of the OT process across the continuum of service delivery.

**Offered:** Every year, Spring

**OT 720L. Occupational Therapy Mental Health and Psychosocial Practice I Lab.****1 Credit.**

This course builds on concepts from OT 720 highlighting OT's distinct value in addressing psychosocial and mental health needs among children and youth, groups and organizations. Students practice assessments and evidence-based intervention modalities for various mental health conditions across the lifespan. Application of theoretical models and frames of reference are highlighted. Additionally, students enhance observation skills needed for documentation and practice verbal interventions related to therapeutic modes.

**Offered:** Every year, Spring

**OT 721. OT Mental Health and Psychosocial Practice II.****3 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.

**Offered:** Every year, Fall

**OT 721F. OT Mental Health and 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 allows the student to observe and explore the evaluation and intervention process utilized in occupational therapy. Students have the opportunity to observe and report on the variety of assessment and intervention tools utilized across a continuum of service delivery. Students develop an appreciation for the frames of reference used in the models of practice, as a guide to the evaluation and intervention process.

**Offered:** Every year, Fall

**OT 721L. OT Mental Health and Psychosocial Practice II Lab Lab.****1 Credit.**

This lab builds upon concepts from OT 512 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 leadership skills and therapeutic use of self. A culminating group protocol assignment integrates theory, practice, and research.

**Offered:** Every year, Fall

**OT 722. Occupational Therapy for Children and Youth I.****6 Credits.**

This course provides a comprehensive overview evaluation and interventions used by occupational therapy practitioners for children and youth. Traditional theoretical models/frames of reference and current evidence is 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 is highlighted throughout the course.

**Offered:** Every year, Spring and Summer

**OT 722F. Occupational Therapy for Children and Youth I Fieldwork.****1 Credit.**

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

**Offered:** Every year, Spring and Summer

**OT 722L. Occupational Therapy for Children and Youth I Lab.****1 Credit.**

This lab course complements the OT 531 and OT 531F 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.

**Offered:** Every year, Spring and Summer

- OT 723. Occupational Therapy for Children and Youth II. 6 Credits.**  
This course focuses on specialized interventions for individuals and populations with sensory integrative and processing difficulties and brain-based behavioral challenges. It integrates the use of the SI frame of reference with previously learned theoretical models and apply best available evidence and clinical/professional reasoning to various systems (e.g., state/federal regulations for early intervention and school-based practice, insurance funding, and community-based health and wellness initiatives). Documentation within these various systems are illustrated, discussed and produced.  
**Offered:** Every year, Fall and Spring
- OT 723F. OT for Children and 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 have the opportunity to see, observe and report on the variety of intervention strategies utilized within the various models such as health care, 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.  
**Offered:** Every year, Fall and Spring
- OT 723L. OT for Children and 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 are provided to learn specific interventions required for a variety of occupational therapy practice contexts and with consideration of cultural and environmental factors.  
**Offered:** Every year, Fall and Spring
- OT 724. Occupational Therapy for Adults and Older Adults I. 6 Credits.**  
This course provides a comprehensive overview of assessments and interventions used by occupational therapy practitioners in general medicine/surgery, neurology and orthopedics. The course integrates the use of various theoretical models/frames of reference, current evidence, and clinical/professional reasoning pertinent to the OT process. Documentation is highlighted throughout the course including for traditional systems for individual and population-based approaches. Key concepts in interprofessional practice and health literacy are incorporated.  
**Offered:** Every year, Spring and Summer
- OT 724F. Occupational Therapy for Adults and Older Adults I Fieldwork. 1 Credit.**  
This course provides structured fieldwork observation in various settings working with the adult population. It allows the student to observe and explore the evaluation and treatment process utilized in occupational therapy with adults and older adults. Students develop an appreciation for the frame of reference used in the models of practice as a guide to evaluation and treatment.  
**Offered:** Every year, Spring and Summer
- OT 724L. Occupational Therapy for Adults and Older Adults I Lab. 1 Credit.**  
This lab course complements the OT 532 and OT 532F 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.  
**Offered:** Every year, Spring and Summer
- OT 725. OT for Adults and Older Adults II. 6 Credits.**  
This course provides a comprehensive overview of specialized interventions used by occupational therapy practitioners in neurorehabilitation, oncology and geriatrics/gerontology. The course integrates the use of various theoretical models/frames of reference, current evidence, and clinical/professional reasoning pertinent to the OT process in neurorehabilitation practice. Documentation is highlighted throughout the course for traditional and emerging systems for individual and population-based approaches. Key concepts in interprofessional practice and health literacy are incorporated.  
**Offered:** Every year, Fall and Spring
- OT 725F. OT for Adults and Older Adults II Fieldwork. 1 Credit.**  
This course provides structured fieldwork observation in neurorehabilitative 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.  
**Offered:** Every year, Fall and Spring
- OT 725L. OT for Adults and Older Adults II Lab. 1 Credit.**  
This lab integrates the advanced intervention techniques discussed and described in the lecture portion of this class. Opportunities are provided to learn specific interventions required for a variety of occupational therapy practice contexts and with consideration of cultural and environmental factors.  
**Offered:** Every year, Fall and Spring
- OT 726. Technology in OT Practice. 2 Credits.**  
This course provides students with opportunities to demonstrate knowledge and apply practice in the use of technology that includes assistive virtual and telehealth technology. The course focuses on application of technology across the lifespan, emphasizing a variety of practice contexts and practice settings. Since technology options change rapidly, emphasis is on the clinical reasoning processes in the utilization of technologies in education, home, work, leisure and community practice domains.  
**Offered:** Every year, Summer
- OT 726L. Technology in OT Practice Lab. 1 Credit.**  
This lab provides students with opportunities to practice the design and fabrication and use of technology in practice that includes assistive technology; virtual environments in practice and telehealth technology. This lab must be completed concurrently with OTD 641 the lecture component of Technology in OT Practice.  
**Offered:** Every year, Summer
- OT 727. Work and Ergonomics. 3 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.  
**Offered:** Every year, Spring

- OT 728L. Biomechanical Intervention Lab. 2 Credits.**  
Students experience hands on learning in biomechanical principles such as 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  
**Offered:** Every year, Spring
- OT 730. Administration and Management of Systems. 3 Credits.**  
This class introduces students to the systems involved in delivering occupational therapy services in health care, educational and community-based environments. Students examine components of service delivery including external influences, internal processes, communication, reimbursement and measurable outcomes to understand how occupational therapy services are optimized. The course addresses core management functions including planning, organizing, directing and controlling. Students gain hands-on experience with strategic planning, budgeting, marketing, program evaluation and conflict management.  
**Offered:** Every year, Spring
- OT 731. Leadership and Change. 2 Credits.**  
This course addresses the means to become an "agent of change" within the occupational therapy environment using leadership approaches. Leadership theories are addressed and applied to supervision, advocacy, and mentoring. Students self-reflect on leadership and communication styles and strategies to promote effective supervision for groups both internal and external to occupational therapy.  
**Offered:** Every year, Summer
- OT 751. Capstone Seminar I - Exploration. 2 Credits.**  
This course is the first of a series of capstone seminars designed to assist the students in understanding the elements and process of developing a culminating signature project in the OTD program. Students explore personal interests, opportunities and the social context around topic areas. They develop skills of conducting an environmental scan and needs assessment relative to their project interests. Students identify program evaluation methods and ultimately present a capstone proposal as an initial plan for their capstone project.  
**Offered:** Every year, Fall
- OT 752. Knowledge Translation and Synthesis. 3 Credits.**  
This course focuses on the assessment, review and utilization of research to inform policy and improve practice. Students actively engage in multiple components of the knowledge translation process including defining the problem, searching for and critically appraising the evidence. Students work in small groups to apply this information to the development of a clinical practice guideline. Competencies acquired in this course are integral to the Capstone process.  
**Offered:** Every year, Spring
- OT 753. Capstone Seminar II - Planning. 2 Credits.**  
This course is the second of a series of Capstone seminars leading to the Doctoral Capstone Experience and Project. This course is specifically designed to assist the students in finalizing their Doctoral Capstone Project (DCP) proposal based on a needs assessment. Students are expected to complete a comprehensive literature review that serves as justification for the DCP.  
**Offered:** Every year, Summer
- OT 754. Capstone Seminar III - Preparation. 2 Credits.**  
This course is the third of a series of capstone seminars designed to assist the students in planning their Doctoral Experiential Component. Under faculty mentorship, students design a 14-week experience and project plan that outlines goals and objectives, as well as formal evaluation mechanism. Students write the methods section of the formal capstone project paper.  
**Offered:** Every year, Spring
- OT 760. Special Topics Or Independent Study. 3 Credits.**  
Students delve deeper into the specialized knowledge of the profession with evidence-based, occupation-centered practice as its core subject. Exploration of specialized roles beyond that of a direct provider of skilled services, such as educator, case manager and consultant at the systems level. Students also learn various modes of care delivery and systems of care and evaluate the outcomes of such modes.  
**Offered:** Every year, Spring
- OT 762. Health Policy, Law, and Advocacy. 3 Credits.**  
This course prepares students as future leaders of the profession who need an understanding of the political and legal policies impacting occupational therapy, as well as the ethics involved in decision making. The role of the occupational therapist in advocacy as well as the concepts of social justice is explored as well.  
**Offered:** Every year, Spring
- OT 764. Business Leadership and Entrepreneurship in OT. 3 Credits.**  
This course provides an overview of business development and entrepreneurship for occupational therapy practitioners within today's health care environment, including public initiatives for health and wellness and prevention for society. Leadership concepts are threaded in the context of a business enterprise.  
**Offered:** Every year, Spring
- OT 766. Methods of Teaching and Learning in OT. 3 Credits.**  
This course introduces students to the principles of the teaching-learning process in order to meet the needs of clients, family, significant others, communities, colleagues, other health providers and the public. Concepts discussed include health literacy, assessment of learning outcomes, factors which may influence the teaching-learning process, instructional methods and best practices in clinical and academic teaching.  
**Offered:** Every year, Spring
- OT 780. Fieldwork Level IIA. 6 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.  
**Offered:** Every year, Summer
- OT 781. Fieldwork Level IIB. 6 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 OTD 580.  
**Offered:** Every year, Fall



**OT 782. Professional Development. 2 Credits.**

This course focuses on the current issues related to transitioning from student to professional roles and responsibilities. Topics include updates in the OT profession with a focus on official documents; emerging roles of OT in practice; credentialing, licensure and continuing competence/professional development. Contemporary issues of practice such as access to services, advocacy and inter-/intra-professional collaboration are explored.

**Offered:** Every year, Spring

**OT 790. Doctoral Project Seminar. 2 Credits.**

This seminar course is designed to facilitate the completion of the student's Doctoral Capstone Project and promote an in-depth reflection on the program learning outcomes. The seminar runs concurrently with the Doctoral Capstone Experience where specific competencies representing in-depth knowledge of practice are synthesized. The final outcome of the seminar is a scholarly manuscript and public dissemination of the Doctoral Capstone Project.

**Offered:** Every year, Summer

**OT 791. Doctoral Experience. 6 Credits.**

The Occupational Therapy Doctoral Experience is a culminating experience in the OT curriculum to develop occupational therapists with skills beyond a generalist level. The experience provides the student with an in-depth learning opportunity in one or more (but not limited to) of the following areas of practice: education, clinical practice skills, advocacy and professional identity, theory development, research, administration, leadership and program and policy development. The experiential component requires a total of 560-640 hours.

**Offered:** Every year, Summer