

POST-BACCALAUREATE DOCTOR OF OCCUPATIONAL THERAPY

Program Contact: Nicole Fidanza (nicole.fidanza@qu.edu), OTD, OTR/L
203-582-7361

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

- 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
- Capstone: Doctoral capstone seminar series that culminates 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 PB-OTD program is a full-time, intensive program designed to be completed in three years (Fall, Spring, Summer) of coursework for a total of 101 credits.

The Occupational Therapy Doctoral degree program requires a minimum of 101 credits for degree completion.

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
First Year		
Fall Semester		
OTD 501	Occupational Therapy Theory	3
OTD 502L	OT Service Learning	1
OTD 503	OT Practice Framework & Professional Reasoning	2
OTD 512	Applied Neuroscience in OT Practice	4
OTD 512L	Applied Neuroscience in OT Practice Lab	1
OTD 513	Clinical Anatomy & Kinesiology	4
OTD 513L	Clinical Anatomy & Kinesiology Lab	2
Credits		17
Spring Semester		
OTD 515	Research Methods and Evidence-Based Practice	3
OTD 520	Occupational Therapy Mental Health and Psychosocial Practice I	2
OTD 520L	Occupational Therapy Mental Health and Psychosocial Practice I Lab	2
OTD 522	Occupational Therapy for Children and Youth I	6
OTD 522L	Occupational Therapy for Children and Youth I Lab	2

OTD 522F	Occupational Therapy for Children and Youth I Fieldwork	1
Credits		16
Summer Semester		
OTD 524	Occupational Therapy for Adults and Older Adults I	4
OTD 524L	Occupational Therapy for Adults and Older Adults I Lab	2
OTD 524F	Occupational Therapy for Adults and Older Adults I Fieldwork	1
OTD 528L	Biomechanical Interventions Lab	1
OTD 530	Administration and Management of Systems	3
OTD 531	Leadership and Change	2
OTD 762	Health Policy, Law & Advocacy	2
Credits		15
Second Year		
Fall Semester		
OTD 521	OT Mental Health and Psychosocial Practice II	2
OTD 521L	OT Mental Health and Psychosocial Practice II Lab	2
OTD 521F	OT Mental Health and Psychosocial Practice II Fieldwork	1
OTD 523	Occupational Therapy for Children and Youth II	5
OTD 523L	OT for Children and Youth II Lab	1
OTD 523F	OT for Children and Youth II Fieldwork	1
OTD 751	Capstone Seminar I - Exploration	2
OTD 760	Principles of Teaching & Learning	2
Credits		16
Spring Semester		
OTD 525	OT for Adults and Older Adults II	4
OTD 525L	OT for Adults and Older Adults II Lab	2
OTD 525F	OT for Adults and Older Adults II Fieldwork	1
OTD 526	Technology in OT Practice	1
OTD 526L	Technology in OT Practice Lab	1
OTD 527	Work and Ergonomics	2
OTD 752	Knowledge Translation and Synthesis	3
OTD 753	Capstone Seminar II - Planning	1
OTD 764	Business Leadership and Entrepreneurship	2
Credits		17
Summer Semester		
OTD 580	Fieldwork Level IIA	5
Credits		5
Third Year		
Fall Semester		
OTD 581	Fieldwork Level IIB	5
Credits		5
J-term		
OTD 582	Professional Development	2
OTD 754	Capstone Seminar III - Preparation	2
Credits		4
Spring Semester		
OTD 790	Doctoral Project Seminar	1

OTD 791	Doctoral Experience	5
Credits		6
Total Credits		101

Doctoral Year 3 - J-term: OTD 582 and OTD 754 are courses that run in a 7-week format from early January to mid-February; dates will vary each year.

Doctoral Year 3 - Spring: OTD 790 and OTD 791 are experiential components that run in a 14-week format from mid-February to end of May; dates will vary each year.

Fieldwork Expectations

All students are responsible for transportation to all fieldwork experiences. All students are required to maintain viable health insurance, CPR certification and current immunization records according to their fieldwork placement requirements. 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 in the American Occupational Therapy Association.

Capstone Expectations

All students are required to complete a capstone experience (OTD 791) and a capstone project (OTD 790) in the final semester. All fieldwork and didactic requirements must be satisfactorily fulfilled prior to matriculating into OTD 790 and OTD 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 that is appropriate 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 viable health insurance, CPR certification and current immunization records 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 in capstone.
- **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 the production of 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 E-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. In order for students to progress within the program, students must:

- Earn a GPA of 3.00 in each semester
- Earn a minimum grade of C+ in all OT lecture courses
- Earn minimum grade of B in all OT lab courses
- Earn a minimum grade of B+ in all OT Level I Fieldwork experiences
- Earn a "Pass" in OT Level II Fieldwork experiences and Doctoral Capstone Experience

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; program probation with a course repeat (and repay); or 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 (OTD 580 and OTD 581).
2. Students must complete a minimum of 24 weeks full time Level II fieldwork.
3. 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 and be in good academic standing prior to starting the Doctoral Capstone Experience (OTD 791) and Project (OTD 790).

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 Doctor of Occupational Therapy program, students will demonstrate the following competencies:

- **Synthesis of Occupation:** Synthesize and articulate in-depth knowledge of occupation with health and participation to guide the practice of occupational therapy.
- **Professionalism and Leadership Development:** Demonstrate professionalism, competent role performance and leadership.
- **Advocacy:** Advocate for the distinct value of occupational therapy for individuals, groups and populations.
- **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 broader systems.
- **Knowledge Translation and Evidence-Based Practice:** Evaluate, synthesize, translate and contribute evidence to inform practice and support the delivery of OT services.

- **Systems and Practice Contexts:** Demonstrate in-depth knowledge of systems and occupational therapy roles in order to work collaboratively in and lead 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.

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 Educational 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 doctoral 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.

Admission

Application Process

Students are admitted to the Post-Baccalaureate OTD (PB-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 PB-OTD 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 QU Occupational Therapy department is ineligible for admission.

Application Timeline

Students are admitted to the Post-Baccalaureate OTD 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 OTD students, internal or external to Quinnipiac, must apply through the Occupational Therapy Centralized Application System (<https://otcas.cas.myliaison.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 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 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, Microsoft Teams) and email communication. Information on recommended computing device and software may be accessed through information technology services (<https://techhelp.quinnipiac.edu/TISplash/>).
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 graduate-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 providing 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, hereafter referred to as ADA, and Section 504 of the Rehabilitation Act of 1973, hereafter referred to as Section 504. See Quinnipiac University statement of non-discrimination and 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.

PB-OTD Prerequisites

The PB-OTD prerequisite courses are as follows:

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:
 - i. Pre-calculus or calculus, Advanced Statistics, Quantitative Research Methods, Physics or Biomechanics, Kinesiology or Exercise Physiology, General Chemistry or Organic Chemistry, Neuroscience, Genetics
 - ii. *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)
 - 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/) (<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-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 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 Post-Baccalaureate Doctor of Occupational Therapy degree requires some expenses that go beyond university graduate tuition and fees. Please note all cost estimates are subject to change:

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, COVID and influenza. These must be documented prior to the start of clinical experiences and must be maintained until graduation. **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 PB-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. 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 (recheck not available for NY residents). **Cost: \$32 per annual recheck** (2025 cost)
4. **Drug Screening** – Drug screenings may be required and are dependent upon individual fieldwork site requirements. **Cost: \$42.25** (2025 cost)
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/APPROVE** – Students enrolled in the PB-OTD program must enroll in PRISM and APPROVE.
 - a. PRISM is the clinical tracking and assessment program used by the School of Health Sciences. **A one-time payment of \$150 per student for the PB-OTD program is required (students are responsible for this cost).** (2025 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.** (2025 cost)
7. **Professional Association Membership** – All occupational therapy students in the PB-OTD program 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 PB-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 \$540** (2025 cost) to take the examination.

Accreditation

The Entry-Level Doctor of Occupational Therapy (OTD) program at Quinnipiac University has been granted Certificate of Accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). The ACOTE address is:

c/o Accreditation Department
 American Occupational Therapy Association
 7501 Wisconsin Avenue, Suite 510E
 Bethesda, MD 20814
 Phone: 301-652-6611
 Fax: 301-652-1417
 Email: 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 on 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.

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 OTD program.

OTD 500. Philosophy and Science of Occupational Therapy. 2 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.

Prerequisites: None

Offered: Every year, Summer

OTD 501. 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.

Prerequisites: None**Offered:** Every year, Fall**OTD 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 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.

Prerequisites: None**Offered:** Every year, Fall**OTD 503. OT Practice Framework & Professional Reasoning.****2 Credits.**

This course explores the profession's domain and scope through the Occupational Therapy Practice Framework and links the terminology to the analysis of occupation and occupational performance in context, as well as the various forms of professional reasoning used in the occupational therapy process.

Prerequisites: None**Offered:** Every year, Fall**OTD 505. Development of Human Occupations Seminar.****2 Credits.**

This course explores typical human development and more specifically, occupational development from conception through early (emerging) adulthood. In this course, traditional theories of development are explored along with more contemporary and occupation-focused theories. Each of these sets of theories will contribute to an understanding of how biologic capacity, environmental, and cultural factors influence occupational development.

Prerequisites: None**Offered:** Every year, Summer**OTD 510. Clinical Anatomy in Occupational Therapy.****3 Credits.**

This course provides a comprehensive study of the musculoskeletal system and the peripheral nervous system with emphasis on their correlation to health conditions and occupational dysfunctions as well as the biomechanical basis of occupational performance. This course has a corresponding dissection and palpation lab.

Prerequisites: None**Offered:** Every year, Summer**OTD 510L. 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.

Prerequisites: None**Offered:** Every year, Summer**OTD 511. 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.

Prerequisites: None**Offered:** Every year, Fall**OTD 511L. 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.

Prerequisites: None**Offered:** Every year, Fall**OTD 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**OTD 512L. Applied Neuroscience in OT Practice Lab.****1 Credit.**

This course builds upon and provides practical application of the concepts taught in the OTD 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**OTD 515. 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**OTD 520. Occupational Therapy Mental Health and Psychosocial Practice I.****2 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.

Prerequisites: None**Offered:** Every year, Spring

OTD 520L. Occupational Therapy Mental Health and Psychosocial Practice I Lab. 2 Credits.

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.

Prerequisites: None

Offered: Every year, Spring

OTD 521. OT Mental Health and 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

OTD 521F. 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.

Prerequisites: None

Offered: Every year, Fall

OTD 521L. OT Mental Health and Psychosocial Practice II Lab. 2 Credits.

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.

Prerequisites: None

Offered: Every year, Fall

OTD 522. 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.

Prerequisites: None

Offered: Every year, Spring and Summer

OTD 522F. 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.

Prerequisites: None

Offered: Every year, Spring and Summer

OTD 522L. Occupational Therapy for Children and Youth I Lab. 2 Credits.

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.

Prerequisites: None

Offered: Every year, Spring and Summer

OTD 523. Occupational Therapy for Children and Youth II. 5 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.

Prerequisites: None

Offered: Every year, Fall and Spring

OTD 523F. 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.

Prerequisites: None

Offered: Every year, Fall and Spring

OTD 523L. 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.

Prerequisites: None

Offered: Every year, Fall and Spring

OTD 524. Occupational Therapy for Adults and Older Adults I. 4 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.

Prerequisites: None

Offered: Every year, Spring and Summer

OTD 524F. 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.

Prerequisites: None

Offered: Every year, Spring and Summer

OTD 524L. Occupational Therapy for Adults and Older Adults I Lab. 2 Credits.

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.

Prerequisites: None

Offered: Every year, Spring and Summer

OTD 525. OT for Adults and Older Adults II. 4-6 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.

Prerequisites: None

Offered: Every year, Fall and Spring

OTD 525F. 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.

Prerequisites: None

Offered: Every year, Fall and Spring

OTD 525L. OT for Adults and Older Adults II Lab. 1-2 Credits.

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.

Prerequisites: None

Offered: Every year, Fall and Spring

OTD 526. Technology in OT Practice. 1 Credit.

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.

Prerequisites: None

Offered: Every year, Spring and Summer

OTD 526L. 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.

Prerequisites: None

Offered: Every year, Spring and Summer

OTD 527. Work and Ergonomics. 2-3 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.

Prerequisites: None

Offered: Every year, Spring

OTD 528L. Biomechanical Interventions Lab. 1 Credit.

This course provides hands on learning in the therapeutic application of orthotics, physical agents and modalities, and exercise programs. Students will develop the skills to evaluate and develop an intervention plan for specific conditions. Students also learn the role of occupational therapy during pre-prosthetic and prosthetic training.

Prerequisites: None

Offered: Every year, Summer

OTD 530. 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.

Prerequisites: None

Offered: Every year, Spring and Summer

OTD 531. 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.

Prerequisites: None

Offered: Every year, Summer

OTD 580. Fieldwork Level IIA. 5-6 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.

Prerequisites: None

Offered: Every year, Summer

OTD 581. Fieldwork Level IIB. 5-6 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.

Prerequisites: None

Offered: Every year, Fall

OTD 582. 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.

Prerequisites: None

Offered: Every year, January and Spring

OTD 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.

Prerequisites: None

Offered: Every year, Fall

OTD 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.

Prerequisites: None

Offered: Every year, Spring

OTD 753. Capstone Seminar II - Planning. 1-2 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.

Prerequisites: None

Offered: Every year, Spring and Summer

OTD 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.

Prerequisites: None

Offered: Every year, January and Spring

OTD 760. Principles of Teaching & Learning. 2 Credits.

This course introduces students to the principles of the teaching-learning process to meet the needs of clients, communities, 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.

Prerequisites: None

Offered: Every year, Fall and Spring

OTD 762. Health Policy, Law & Advocacy. 2 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 and concepts of social justice are explored.

Prerequisites: None

Offered: Every year, Spring and Summer

OTD 764. Business Leadership and Entrepreneurship. 2 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.

Prerequisites: None

Offered: Every year, Spring

OTD 790. Doctoral Project Seminar. 1-2 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.

Prerequisites: None

Offered: Every year, Spring and Summer

OTD 791. Doctoral Experience. 5-6 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, policy development, administration, research, program development and evaluation. The experiential component requires a total of 448 hours.

Prerequisites: None

Offered: Every year, Spring and Summer