DUAL-DEGREE BS IN HEALTH SCIENCE STUDIES/MASTER OF OCCUPATIONAL THERAPY

Program Contact: Anna Norene Carlson (anna.carlson@qu.edu)
203-582-6455

Our five-and-a-half-year, entry-level, Dual-Degree Bachelor of Science/Master of Occupational Therapy program prepares students with a breadth and depth of knowledge and skills to practice autonomously or collaboratively at entry-level, within various health care, educational and social systems. Our curriculum consists of three overlapping tiers: University Curriculum, professional component, and fieldwork. Upon successful completion of the fourth year, the BS in Health Science Studies is awarded.

• **Tier 1: University Curriculum.** During the first two years, students take most of their University Curriculum (UC) courses. Concurrently, students take prerequisite science courses for the OT program (PHY 101+PHY 101L, BIO 211+BIO 211L, BIO 212+BIO 212L, and MA 275) as well as OT foundational courses (OT 101, OT 201, OT 214, and OT 250). Prior to entry in the junior year, students must satisfy the following requirements: acquire a grade of B- or better in 100- and 200-level OT courses; satisfactorily complete a minimum of 40 credits of the University Curriculum; achieve a cumulative grade point average (GPA) of 3.0 or better; and achieve a science prerequisite GPA of 2.75 or better.

It is highly recommended that students take all prerequisite science courses at Quinnipiac University. If a student is granted permission to take a science course at another four-year institution, the science grade will be factored into the required science GPA of 2.75. Failure to meet the cumulative GPA of 3.0 with Quinnipiac University courses only or the science prerequisite GPA of 2.75 by the start of the junior year will result in dismissal from the program.

• **Tier 2: Professional Component.** The professional component of the program consists of all occupational therapy courses from the junior, senior, and graduate years. Upon entry into the professional component, students must maintain a GPA of 3.0 each semester in the occupational therapy courses. To progress through the program, students must meet the minimum GPA of 3.0 and must earn a grade of C+ or above in all didactic courses and B+ or above in all fieldwork level I courses.

• **Tier 3: Fieldwork Component.** All fieldwork level II experiences (OT 501F, OT 580 and/or OT 581) must be completed with a “P” (pass) to graduate.

Fieldwork Requirements
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.

Accreditation
The Quinnipiac Dual-Degree BS/MOT program is accredited 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
6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
Phone: 301-652-6611 (ext. 2914)
Fax: 301-652-1417
Email: accred@aota.org
Website: acoteonline.org/o Accreditation Department

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

Quinnipiac University complies with the administrative requirements for maintaining accreditation of the Dual-Degree BS/MOT program.

Dual-Degree BS/MOT Curriculum
The curriculum for the professional courses in the program are reviewed regularly and are subject to modification in both content and credit as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>First Year</td>
<td>All fieldwork level II experiences</td>
<td>15</td>
</tr>
<tr>
<td>Fall Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 101</td>
<td>General Biology I</td>
<td>4</td>
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<tr>
<td>&amp; 101L</td>
<td>and General Biology I Lab</td>
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<tr>
<td>EN 101</td>
<td>Introduction to Academic Reading and Writing</td>
<td>3</td>
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<tr>
<td>FYS 101</td>
<td>First-Year Seminar</td>
<td>3</td>
</tr>
<tr>
<td>OT 101</td>
<td>Foundations of Occupational Therapy</td>
<td>2</td>
</tr>
<tr>
<td>UC Course 1</td>
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<td>3</td>
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<tr>
<td>Second Year</td>
<td></td>
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<tr>
<td>Fall Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 211</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 211L</td>
<td>and Human Anatomy and Physiology Lab I</td>
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Dual-Degree BS/MOT Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>First Year</td>
<td>All fieldwork level II experiences</td>
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<td>Fall Semester</td>
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<td>General Biology I</td>
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<td>&amp; 101L</td>
<td>and General Biology I Lab</td>
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<tr>
<td>EN 101</td>
<td>Academic Writing and Research</td>
<td>3</td>
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<tr>
<td>MA 275</td>
<td>Biostatistics</td>
<td>3</td>
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<tr>
<td>OT 214</td>
<td>Professionalism in Occupational Therapy Practice</td>
<td>2</td>
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<tr>
<td>UC Course 2</td>
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<tr>
<td>BIO 211</td>
<td>Human Anatomy and Physiology I</td>
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<tr>
<td>&amp; 211L</td>
<td>and Human Anatomy and Physiology Lab I</td>
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### Dual-Degree BS in Health Science Studies/Master of Occupational Therapy

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHY 101 &amp; 101L</td>
<td>Elements of Physics and Elements of Physics Lab</td>
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<tr>
<td>OT 201</td>
<td>Occupation, Health, Participation</td>
<td>2</td>
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<tr>
<td>UC Course 3</td>
<td></td>
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<tr>
<td>UC Course 4</td>
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#### Spring Semester

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<tr>
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<tr>
<td>OT 201</td>
<td>Occupation, Health, Participation</td>
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<tr>
<td>UC Course 3</td>
<td></td>
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<tr>
<td>UC Course 4</td>
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<td>3</td>
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<tr>
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### Third Year

#### Fall Semester

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>OT 322 &amp; 322L</td>
<td>Functional Anatomy and Kinesiology I and Functional Anatomy and Kinesiology I Lab</td>
<td>4</td>
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<tr>
<td>OT 325</td>
<td>Principles of Human Development and Occupation</td>
<td>3</td>
</tr>
<tr>
<td>OT 333 &amp; 333L</td>
<td>Functional Neuroscience I and Functional Neuroscience I Lab</td>
<td>4</td>
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<tr>
<td>OT 350</td>
<td>Theoretical Models and Service Learning</td>
<td>2</td>
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<tr>
<td>UC Course 8</td>
<td></td>
<td>3</td>
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#### Spring Semester

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<tbody>
<tr>
<td>OT 314</td>
<td>Therapeutic Relationships and Use of Self</td>
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<tr>
<td>OT 323 &amp; 323L</td>
<td>Functional Anatomy and Kinesiology II and Functional Anatomy and Kinesiology II Lab</td>
<td>4</td>
</tr>
<tr>
<td>OT 326</td>
<td>Principles of Human Development/Older Adults</td>
<td>3</td>
</tr>
<tr>
<td>OT 334</td>
<td>Functional Neuroscience II</td>
<td>2</td>
</tr>
<tr>
<td>OT 356F</td>
<td>Documenting OT Practice Fieldwork</td>
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<tr>
<td>OT 362</td>
<td>Documenting Occupational Therapy Practice</td>
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<tr>
<td>SHS 420</td>
<td>Integrative Capstone</td>
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<td><strong>Credits</strong></td>
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### Fourth Year

#### Fall Semester

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<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>OT 411 &amp; 411L</td>
<td>Mental Health and Psychosocial Occupational Therapy I and Mental Health and Psychosocial Occupational Therapy I Lab</td>
<td>4</td>
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<tr>
<td>OT 431</td>
<td>Barriers to Health, Occupation and Participation in Children and Youth Populations</td>
<td>4</td>
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<tr>
<td>OT 451 &amp; 451L</td>
<td>Occupational Therapy Process in Children and Youth and Occupational Therapy Process in Children and Youth Lab</td>
<td>7</td>
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<tr>
<td>OT 451F</td>
<td>Occupational Therapy Process in Children and Youth Fieldwork</td>
<td>1</td>
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<td><strong>Credits</strong></td>
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#### Spring Semester

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<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>OT 412 &amp; 412L</td>
<td>Mental Health and Psychosocial Occupational Therapy II and Mental Health and Psychosocial Occupational Therapy II Lab</td>
<td>4</td>
</tr>
<tr>
<td>OT 432</td>
<td>Barriers to Health, Occupation and Participation in Adults/Older Adults</td>
<td>4</td>
</tr>
<tr>
<td>OT 452 &amp; 452L</td>
<td>Occupational Therapy Process in Adults and Older Adults and Occupational Therapy Process in Adults and Older Adults Lab</td>
<td>7</td>
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<tr>
<td>OT 452F</td>
<td>Occupational Therapy Process in Adult and Older Adult Fieldwork</td>
<td>1</td>
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<tr>
<td><strong>Credits</strong></td>
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#### Total Credits

| Credits | 126 |

Upon successful completion of the fourth year, the BS in Health Science Studies is awarded. Award of this degree leads to matriculation into the graduate level of the program. Completion of all of the requirements for the BS degree are required to move to 500-level fieldwork and courses.

### Master of Occupational Therapy Phase

#### Course | Title | Credits |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>OT 501F</td>
<td>Immersive Fieldwork Experience in Psychosocial and Mental Health Practice (Fieldwork I)</td>
<td>3</td>
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<tr>
<td>OT 501S</td>
<td>Fieldwork Seminar</td>
<td>1</td>
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<tr>
<td>OT 502</td>
<td>Pharmacology in Occupational Therapy Practice</td>
<td>2</td>
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<tr>
<td><strong>Credits</strong></td>
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#### Fifth Year

#### Fall Semester

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>OT 511</td>
<td>Administration and Management in Occupational Therapy</td>
<td>4</td>
</tr>
<tr>
<td>OT 522L</td>
<td>Biomechanical Interventions in Occupational Therapy</td>
<td>2</td>
</tr>
<tr>
<td>OT 531 &amp; 531L</td>
<td>Sensory Processing and Integration and Sensory Processing and Integration Lab</td>
<td>4</td>
</tr>
<tr>
<td>OT 531F</td>
<td>Sensory Processing and Integration Fieldwork</td>
<td>1</td>
</tr>
<tr>
<td>OT 541 &amp; 541L</td>
<td>Assistive Technology in Occupational Therapy and Assistive Technology in Occupational Therapy Lab</td>
<td>3</td>
</tr>
<tr>
<td>OT 550</td>
<td>OT Research Methods</td>
<td>4</td>
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<tr>
<td><strong>Credits</strong></td>
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#### Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 532 &amp; 532L</td>
<td>Neurorehabilitation in Occupational Therapy and Neurorehabilitation in Occupational Therapy Lab</td>
<td>4</td>
</tr>
<tr>
<td>OT 532F</td>
<td>Neurorehabilitation in Occupational Therapy Practice Fieldwork</td>
<td>1</td>
</tr>
<tr>
<td>OT 540</td>
<td>Special Topics in Occupational Therapy</td>
<td>3</td>
</tr>
<tr>
<td>OT 542</td>
<td>Work and Ergonomics</td>
<td>3</td>
</tr>
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</table>
All policies and procedures regarding progression, retention and graduation are found in the OT Student Manual. These policies and procedures are routinely reviewed with the students at the beginning of each semester and/or during advising.

University Curriculum and OT Prerequisite Phase
Prior to entry in the junior year, students must satisfy the following requirements:

- Complete a minimum of 40 credits of the University Curriculum, all OT prerequisites and all OT foundational courses with a minimum cumulative grade point average of 3.0;
- All foundational OT courses must be at a grade of B- or better; and
- Achieve a minimum science GPA of 2.75. Courses that are considered in the science GPA are BIO 101, BIO 101L, BIO 102, and all the OT prerequisites.

Professional Component and Fieldwork Phases
To progress through the program, students must meet the minimum semester GPA of 3.0 and must earn a grade of C+ or above in all didactic courses and B+ or above in all fieldwork level I courses. In addition, all students must acquire a “Pass” in their fieldwork level II. Failing to meet the aforementioned requirements will result in a referral to the Occupational Therapy Academic Progression and Retention Committee (APRC). The outcome of such referral may be: program probation with course remediation; a program probation with a course repeat (and repay); or a program dismissal.

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

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

Student Learning Outcomes
Upon completion of the baccalaureate phase of the Dual-Degree Bachelor of Science/Master of Occupational Therapy (BS/MOT) program, students will demonstrate the following competencies:

1. **Professional Identity**: Demonstrate attributes of an occupational therapy professional.
2. **OT Roles**: Define the role of occupational therapy in broad health, educational and social systems.
3. **Clinical and Professional Reasoning**: Possess emerging clinical and professional reasoning in the delivery of the OT process.
4. **Evidence-Based Practice**: Identify evidence to inform practice and support OT process.
5. **Diversity**: Identify the role and impact diversity plays in health and occupations.
6. **Occupation**: Articulate the unique nature and significance of human occupation to personal identity.

Upon completion of the graduate phase of the BS/MOT program, students will demonstrate the following competencies:

1. **Professional Identity**: Demonstrate an occupational therapy identity and habits of lifelong learning.
2. **OT Roles**: Demonstrate various OT roles in the broader health, educational and social systems.
3. **Clinical and Professional Reasoning**: Apply effective clinical and professional reasoning in the delivery of the OT process.
4. **Evidence-Based Practice**: Use evidence to inform the delivery of OT services.
5. **Advocacy**: Advocate for the distinct value of occupational therapy among diverse populations.
6. **Occupation, Participation and Health**: Articulate the integral relationship among occupation, participation and health.

Mission Statement
The Department of Occupational Therapy aims to provide high-quality education to develop occupational therapy practitioner-scholars, who possess broad-based knowledge and can influence meaningful change in the health and functioning of individuals, populations and communities.

Philosophy
The OT Department views the entry-level educational experience with a developmental-humanistic lens. This approach acknowledges that each student has unique experiences and possesses varying abilities, which are brought to the university environment and further developed through liberal and disciplinary inquiry as well as, co-curricular, community-based/ experiential learning and professional experiences.

The department conceptualizes “development” 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. This developmental curriculum concept is reflected below using Fink’s Taxonomy of Significant Learning:

- Foundational Knowledge (and Caring and Learning to Learn) – refers to understanding, remembering information and ideas; developing
interests and professional values; and developing the skills to learn or self-direct one’s learning

- Application and Integration (and 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 developing a depth of awareness of oneself and of others
- Application and Synthesis – refers to continued refinement of practical, creative and critical thinking skills through understanding of systems and embracing one's agency

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

Admission to the Program

The high school student applying for admission to the Occupational Therapy program should present four years of mathematics and four years of science. The general Quinnipiac University requirements for admissions must be met. All students applying for admission are strongly encouraged to have 10-20 hours of observation in occupational therapy. The department is prepared to provide reasonable accommodations for students who have special needs or challenges.

Transfer Students

The Occupational Therapy Department has procedures in place for transfer admission into the Dual-Degree Bachelor of Science/Master of Occupational Therapy program. Acceptance as a transfer into the BS/MOT program is on a space-available basis only. When the number of qualified applicants exceeds the number of available slots, prospective students will be evaluated and ranked. A student with a prior history of dismissal from any of the programs within the Occupational Therapy Department is ineligible for transfer admission. Additional information is available upon request from Program Director Norene Carlson at anna.carlson@quinnipiac.edu; 203-582-6455 or Professor Deanna Proulx-Sepelak (Deanna.Proulx-Sepelak@quinnipiac.edu), at deanna.proulx-sepelak@quinnipiac.edu; 203-582-8675.

Additional Program Costs

As a clinical education program, the BS/MOT dual degree major requires some expenses that go beyond standard university 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 tier 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 BS/MOT program are required to have a background check prior to the start of the clinical portion of the curriculum in Junior year 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. Cost: one-time payment of $150 per student for the BS/MOT major (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 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 BS/MOT program must take a certification examination in order to practice as a registered occupational therapist. This is given by the National Board of Certification of Occupational Therapy (NBCOT) and costs $555.00 (2021 cost) to take the examination.

The Quinnipiac Dual-Degree BS/MOT program is accredited 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
6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
Phone: 301-652-6611 (ext. 2914)
Fax: 301-652-1417
Email: accred@aota.org
Website: acoteonline.org

Accreditation

The combined Bachelor of Science/Master of Occupational Therapy program at Quinnipiac University is an entry-level master's degree program accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE’s telephone number c/o AOTA is 301-652-AOTA, and its web address is acoteonline.org (http://www.acoteonline.org). Graduates of the program are eligible to
OT 322. Functional Anatomy and Kinesiology I.3 Credits.
This course is a comprehensive, two-part series designed to provide students with foundational expertise in human biomechanics. Students examine the musculoskeletal system in conjunction with principles of kinetics and kinematics as the basis of practice in physical rehabilitation. The course includes a corequisite laboratory to develop competency in basic biomechanical safety and assessment (goniometry and manual muscle testing). The series culminates by merging all aspects of human movement as the basis for engaging in everyday occupational activities.
Prerequisites: Take BIO 211, BIO 212, PHY 101.
Offered: Every year, Fall

OT 322L. Functional Anatomy and Kinesiology Lab I.1 Credit.
This lab, which accompanies OT 322, provides the opportunity to learn in the Human Anatomy Lab, Clinical Skills Lab, Rehabilitation Science Lab and the Model Apartment as students develop proficiency with basic biomechanical safety and assessment (goniometry and manual muscle testing). This variety of laboratory settings serves to enhance content delivered in the classroom; students are guided to first visualize human anatomy via donor dissection and then apply that learning in the simulated clinical settings. Students are alternately scheduled among spaces weekly and in accordance with progression of region in the human body. (2 lab hrs.)
Prerequisites: Take BIO 211, BIO 212, PHY 101.
Offered: Every year, Fall

OT 323. Functional Anatomy and Kinesiology II.3 Credits.
This course is part two of a comprehensive series designed to provide students with foundational expertise in human biomechanics. Students continue their examination of the musculoskeletal system in conjunction with principles of kinetics and kinematics as the basis of practice in physical rehabilitation. The series culminates by merging all aspects of human movement as the basis for engaging in everyday occupational activities.
Prerequisites: Take OT 322.
Offered: Every year, Spring

OT 323L. Functional Anatomy and Kinesiology Lab II.1 Credit.
This lab, which accompanies OT 323, provides an opportunity to learn in the Human Anatomy Lab, Clinical Skills Lab, Rehabilitation Science Lab and the Model Apartment as students develop proficiency with basic biomechanical safety and assessment (goniometry and manual muscle testing). This variety of laboratory settings enhances content delivered in the classroom. Students are guided to first visualize human anatomy via donor dissection and then apply that learning in the simulated clinical settings. Students are alternately scheduled among spaces weekly and in accordance with progression of region in the human body. (2 lab hrs.)
Prerequisites: Take OT 322L.
Offered: Every year, Spring

Quinnipiac University complies with the administrative requirements for maintaining accreditation of the Dual-Degree BS/MOT program.
OT 325. Principles of Human Development and Occupation. 3 Credits.
This course explores typical development of children from conception through emerging adulthood and its impact on age appropriate occupations. The course provides a foundation for the occupational therapy process: evaluation and intervention in children and youth.
Offered: Every year, Fall and Spring

OT 326. Principles of Human Development/Older Adults. 3 Credits.
This course builds on the developmental concepts from OT 325 to explore typical development from emerging adulthood through late adulthood and its impact on age appropriate occupations. The course provides a foundation for evaluation and intervention in human occupation as well as a foundation in performance patterns, skills and context.
Offered: Every year, Fall and Spring

OT 333. Functional Neuroscience I. 3 Credits.
This course provides a comprehensive study of neuroanatomy including the structures, functions and physiology of neural systems that are key to normal human health and function. The course provides a strong foundation for future study on neural substrates of health conditions and occupational performance. The course also introduces basic screening procedures to identify neurobehavioral dysfunctions.
Offered: Every year, Fall

OT 333L. Functional Neuroscience I Lab. 1 Credit.
This course supplements OT 333 Functional Neuroscience I lecture and provides a comprehensive study of neuroanatomy including the structures, functions and physiology of neural systems that are key to normal human health and function. The course also introduces basic screening procedures to identify neurobehavioral dysfunctions.
Offered: Every year, Fall

OT 334. Functional Neuroscience II. 2 Credits.
This course builds on functional 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, language, attention, memory and learning. The course continues to introduce basic screening procedures to identify neurobehavioral dysfunctions.
Offered: Every year, Spring

OT 350. Theoretical Models and Service Learning. 2 Credits.
This course highlights occupational therapy models and theory development as the foundation for occupational participation and the promotion of health and well-being among clients and populations. Students directly participate in a community-based service-learning context to enhance experiential learning and the application of theoretical concepts to practice.
Offered: Every year, Fall

OT 356F. Documenting OT Practice Fieldwork. 1 Credit.
This course provides structured fieldwork observation with pediatric and adult populations and allows the student to observe and explore the documentation process utilized in occupational therapy. Students have the opportunity to read documentation, compare documentation to observations, and record data and anecdotal information utilized within the various models such as school systems, home care, and rehabilitation areas of practice. The experiences provide clinical application of principles learned in the OT curriculum. Students have the opportunity to reflect on this experience within the lecture course.
Offered: Every year, Spring

OT 362. Documenting Occupational Therapy Practice. 1 Credit.
This course provides an introduction to the philosophy, concepts and clinical reasoning that supports the documentation of occupational therapy practice. The course integrates ethical, legal and pragmatic considerations of documentation throughout the occupational therapy process in major practice settings. There is a simultaneous Level I Fieldwork/Seminar course that introduces students to requisite psychomotor and cognitive skills in documentation including reviewing client records, developing subjective and objective impressions from observations, and recording of data and anecdotal information.
Offered: Every year, Spring

OT 411. Mental Health and Psychosocial Occupational Therapy I. 3 Credits.
This course provides a comprehensive overview of OT’s role for children and youth with mental health and psychosocial needs. Emphasis is on the role of occupation in promoting mental health, preventing disease and managing life disruptions. Psychological and OT theories guide the student’s learning of the OT process within community-based and institutional settings across the continuum of service delivery. The inclusion of documentation, therapeutic use of self and evidence-based practice are emphasized.
Offered: Every year, Fall

OT 411L. Mental Health and Psychosocial Occupational Therapy I Lab. 1 Credit.
This lab course complements OT 411 Mental Health and Psychosocial Occupational Therapy for Children and Youth. Students are provided with the opportunity to practice the application of evaluation and intervention process for various mental health conditions across the continuum of service delivery settings. Group theory and group interventions are highlighted. Related skills such as documentation, therapeutic use of self and therapeutic relationships are emphasized throughout this course.
Offered: Every year, Fall

OT 412. Mental Health and Psychosocial Occupational Therapy II. 3 Credits.
This integrative course provides a comprehensive overview of OT’s role for adults with mental health and psychosocial needs. Emphasis is on the role of occupation in promoting mental health, preventing disease and managing life disruptions. Psychological and OT theories as well as group theory and group interventions are highlighted. Related skills such as documentation, therapeutic use of self and evidence-based practice are emphasized. A culminating group protocol demonstrates the student’s clinical reasoning, application of theory and integration of best practice.
Offered: Every year, Spring

OT 412L. Mental Health and Psychosocial Occupational Therapy II Lab. 1 Credit.
This lab course complements OT 412 Mental Health and Psychosocial Occupational Therapy for Adults and Older Adults. Students are given the opportunity to practice evidence based interventions for various mental health conditions across the continuum of practice settings. Group theory and group interventions are highlighted. Related skills such as documentation, therapeutic use of self and therapeutic relationships are emphasized throughout this course.
Offered: Every year, Spring
OT 431. Barriers to Health, Occupation and Participation in Children and Youth Populations. 4 Credits.
This course provides a comprehensive study of pediatric health conditions as they affect body structures and functions and impact activity and participation. Environmental factors and related facilitators and barriers to occupational performance are incorporated. This course also provides a clinical/professional reasoning model for structured case review and clinical decision-making and problem-solving.
Offered: Every year, Fall and Spring

OT 432. Barriers to Health, Occupation and Participation in Adults/Older Adults. 4 Credits.
This course provides a comprehensive study of various conditions that impact health and occupational performance among adults and older adult populations. Emphasis is given to understanding common diagnoses encountered by occupational therapists. This course also provides a clinical/professional reasoning model for structured case review with clinical decision-making and problem-solving.
Offered: Every year, Fall and Spring

OT 451. Occupational Therapy Process in Children and Youth. 6 Credits.
This course provides a comprehensive overview of the evaluation and intervention planning processes used in OT for children and youth. It covers specific procedures and tools for assessment, and strategies for intervention, which consider a variety of cultural and environmental factors. The emphasis is placed on theoretical underpinnings; the family and structural systems where children live, learn and play; clinical/professional reasoning; and documentation of the OT process in a variety of pediatric practice contexts.
Offered: Every year, Fall and Spring

OT 451F. Occupational Therapy Process in Children and Youth Fieldwork. 1 Credit.
This course provides structured fieldwork observation in various settings working with the children and youth population. The experience allows the student to explore the evaluation and intervention process and the application of frames of reference utilized in occupational therapy models of practice. Students have the opportunity to reflect on this experience within the lecture course.
Offered: Every year, Fall and Spring

OT 451L. Occupational Therapy Process in Children and Youth Lab. 1 Credit.
This course accompanies OT 451 and OT 451F. It provides a comprehensive overview of the evaluation process and intervention planning utilized in pediatric occupational therapy. This includes specific assessment tools and intervention strategies, which consider a variety of cultural and environmental factors. Application of theory, frames of reference, evidence, and appreciation for diversity and systems are highlighted.
Offered: Every year, Fall and Spring

OT 452. Occupational Therapy Process in Adults and Older Adults. 6 Credits.
This course provides a comprehensive overview of the evaluation process and intervention techniques used in occupational therapy for adults and older adults. While opportunities are provided to learn specific assessment tools and intervention techniques, emphasis is placed on the professional and clinical reasoning process and reflected on proper documentation of the processes. Application of theory, frames of reference, evidence and appreciation for diversity and systems are highlighted.
Offered: Every year, Fall and Spring

OT 452F. Occupational Therapy Process in Adult and Older Adult Fieldwork. 1 Credit.
This course provides structured fieldwork observation in various settings working with the adult and older adult population. The experience allows the student to explore the evaluation and treatment process and the application of frame of reference utilized in occupational therapy models of practice. Students have the opportunity to reflect on this experience within the lecture course.
Offered: Every year, Fall and Spring

OT 452L. Occupational Therapy Process in Adults and Older Adults Lab. 1 Credit.
This course complements OT 452 and OT 452F and provides an 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, Fall and Spring

OT 499. Independent Study. 1-6 Credits.
Offered: As needed

OT 501F. Immersive Fieldwork Experience in Psychosocial and Mental Health Practice (Fieldwork Ila). 3 Credits.
This six- to seven-week fieldwork experience provides students with in-depth opportunities to integrate theory, research and best practice in psychosocial and/or mental health settings. The experience promotes clinical reasoning, reflective practice and professionalism while enhancing one's therapeutic use of self. Practice settings may include traditional mental health agencies, community-based programs and nontraditional sites that promote psychological and social factors for occupational engagement and well-being.
Offered: Every year, Summer

OT 501S. Fieldwork Seminar. 1 Credit.
This course runs concurrently with the mental health/psychosocial summer experience and is delivered in an online format. It is designed to enhance professional and clinical reasoning while promoting the integration of theory to practice. Students are encouraged to critique the system of care as it relates to best practice for an identified population.
Offered: Every year, Summer

OT 502. Pharmacology in Occupational Therapy Practice. 2 Credits.
This course addresses the pharmacokinetics, side effects and drug interactions of medications prescribed to clients who are commonly referred for occupational therapy services. The course emphasizes the role of the occupational therapist in medication management as a health maintenance activity and in monitoring the impact of drug therapy on the therapeutic process and occupational performance of clients.
Offered: Every year, Summer

OT 511. Administration and Management in Occupational Therapy. 4 Credits.
This class introduces students to the daily management functions of an occupational therapy department including planning, organizing, directing, controlling, and supervision of occupational therapy assistants and other department personnel. The course integrates students' knowledge of interventions with information related to the delivery of occupational therapy services. Topics include managed care, quality assurance, leadership, regulatory agencies, models of practice, ethics, and consultation. Students gain hands-on experience with budgeting, marketing, program evaluation, and ethical problem-solving in administration.
Offered: Every year, Fall
OT 522L. Biomechanical Interventions in Occupational Therapy. 2 Credits.
This lab provides students with "hands-on" learning experience and clinical reasoning in the safe and effective application of biomechanically-oriented interventions including physical agents and modalities, orthotic fitting and fabrication, and therapeutic exercise. Students also are introduced to prosthetics and the role of occupational therapy during pre-prosthetic and prosthetic training. Students apply clinical reasoning to identify the most appropriate biomechanical interventions based on the client's evaluation and socio-cultural factors to facilitate occupational performance. Prerequisite: Matriculation as an MOT student.
Offered: Every year, Fall

OT 531. Sensory Processing and Integration. 3 Credits.
This course provides an in-depth analysis of sensory processing and integration with a focus on clinical reasoning to understand and appreciate the impact of these processes on individuals, populations and community environments. Opportunities are provided to learn specific intervention strategies for individuals, as well a systems approach emphasizing the importance of educating the team of people who support these individuals in varying contexts, to facilitate functional participation and engagement in purposeful and productive activities. Prerequisite: Matriculation as an MOT student.
Offered: Every year, Fall and Spring

OT 531F. Sensory Processing and Integration Fieldwork. 1 Credit.
This course provides structured fieldwork experience to observe and analyze sensory processing the pediatric population. The experience emphasize exposure to the clinical application of the Ayres' sensory integration principles learned in the OT curriculum with fieldwork coordinators with advanced training. Students have the opportunity to reflect on this experience within the lecture course.
Offered: Every year, Fall and Spring

OT 531L. Sensory Processing and Integration Lab. 1 Credit.
This course provides practical experientials designed to assimilate sensory processing and integration concepts. Evaluation, direct intervention and collaboration strategies in traditional environments are emphasized. Additionally, application of sensory integrative concepts into currently relevant community-based contexts and systems are explored to facilitate functional participation and engagement in purposeful, context-specific activities. Prerequisite: Matriculation as an MOT student.
Offered: Every year, Fall and Spring

OT 532. Neurorehabilitation in Occupational Therapy. 3 Credits.
This course provides a comprehensive overview of specialized interventions used by occupational therapy practitioners in neurorehabilitation. This 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. Key concepts in interprofessional practice and health literacy are incorporated. Prerequisite: Matriculation as an MOT student.
Offered: Every year, Fall and Spring

OT 532F. Neurorehabilitation in Occupational Therapy Practice Fieldwork. 1 Credit.
This course provides a structured fieldwork experience to observe, participate in, and document the OT process with adult neurological populations in neurorehabilitation settings. Emphasis is on applying evidence and theory into practice and the development of professional identity and may observe inter- and intra-professional collaboration and patient/client education. Students have the opportunity to reflect on this experience within the lecture course.
Offered: Every year, Fall and Spring

OT 532L. Neurorehabilitation in Occupational Therapy Lab. 1 Credit.
This course complements OT 532 Neurorehabilitation in OT Practice in providing a comprehensive overview of specialized interventions used by occupational therapy practitioners in neurorehabilitation. Students have the opportunity to apply methods and techniques according to various theoretical models/frames of reference and current evidence-based interventions. Prerequisite: Matriculation as an MOT student.
Offered: Every year, Fall and Spring

OT 540. Special Topics in Occupational Therapy. 1.5-3 Credits.
This course provides an opportunity for students to delve deeper into the specialized knowledge of the profession with evidence-based, occupation-centered practice as its core subject. Students further explore the specialized roles of the occupational therapist beyond that of a direct provider of skilled services, such as organizational/community leader, educator, case manager, entrepreneur and consultant at the systems level. In addition, students learn various modes of care delivery and systems of care including but not limited to tele-health, community building/development and train-the-trainer; they also evaluate the outcomes of such modes.
Offered: Every year, Spring

OT 541. Assistive Technology in Occupational Therapy. 2 Credits.
This course provides students with exposure to advanced intervention techniques related to assistive technology in occupational therapy. The course focuses on application of assistive technology across the lifespan, and thus emphasizes use of both interventions in a variety of practice contexts and practice settings. Since technology options change rapidly, emphasis is on the clinical reasoning process used to select and evaluate interventions in rehabilitation, home, work, leisure and community technology-related practice areas. Prerequisite: Matriculation as an MOT student.
Offered: Every year, Fall

OT 541L. Assistive Technology in Occupational Therapy Lab. 1 Credit.
This course provides students with hands-on experience in advanced intervention techniques related to assistive technology in occupational therapy. The course focuses on application of assistive technology across the lifespan, and thus emphasizes use of both interventions in a variety of practice contexts and practice settings. Since technology options change rapidly, emphasis is on the clinical reasoning process used to select and evaluate interventions in rehabilitation, home, work, leisure and community technology-related practice areas. Prerequisite: Matriculation as an MOT student.
Offered: Every year, Fall

OT 542. 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. Prerequisite: Matriculation as an MOT student
Offered: Every year, Spring
OT 550. OT Research Methods. 4 Credits.
This course addresses the importance of research in the practice of occupational therapy. The course examines the research approaches and methods in occupational therapy practice. Students participate in designing and implementing entry-level research studies as well as analyzing and interpreting the professional literature. Students begin work on their spring capstone project.
Offered: Every year, Fall

OT 556. Professional Development. 3 Credits.
This hybrid learning course focuses on the current issues related to the roles of the student transitioning to the profession. The course emphasizes required skills for future academia positions; leadership and advocacy of the profession; grant writing; and self-analysis related to different facets of clinical and professional reasoning. Continued professional growth through the development of understanding of personal and professional responsibilities as a practicing therapist and a commitment to lifelong learning, ethical practice and billing, and professional advocacy are addressed.
Offered: Every year, Fall

OT 565. Integrative Case Studies. 2 Credits.
This course explores individual, group and population case studies of clients in occupational therapy. Students analyze each case using clinical reasoning, qualitative research strategies, frames of reference and best practices to develop integrative evaluation and intervention skills.
Offered: Every year, Spring

OT 570. Capstone Graduate Projects. 3 Credits.
This capstone course is a culminating experience in the occupational therapy curriculum, which integrates all course-based material and fieldwork experiences with practical application. Students participate in designing and executing a research or creative project that is relevant to current and emerging practice areas in occupational therapy. Students gain experience in project management, critical analysis and professional presentations.
Offered: Every year, Spring

OT 580. Fieldwork Level IIa. 6 Credits.
This 12-week supervised experience provides the student with the opportunity to apply theory, evidence, and professional reasoning skills to the occupational therapy evaluation and intervention process for clients across the life span and in a variety of settings. Students have the opportunity to engage in in-depth reflections regarding professionalism and professional identity through group discussion. Students are expected to abide by program policies outlined in the OT Fieldwork Handbook.
Offered: Every year, Summer

OT 581. Fieldwork Level IIb. 6 Credits.
This 12-week supervised experience provides the student with the opportunity to apply theory, evidence, and professional reasoning skills to the occupational therapy evaluation and intervention process for clients across the life span and in a variety of settings. Students have the opportunity to engage in in-depth reflections regarding professionalism and professional identity through group discussion. Students are expected to abide by program policies outlined in the OT Fieldwork Handbook.
Offered: Every year, Fall

OT 599. OT Independent Study. 1-3 Credits.
Offered: As needed

OT 615. Critical Writing I. 3 Credits.
This course is the first in a sequence of courses focusing on scholarly reading and writing. Students investigate a specific area of interest, describe best practices as supported by evidence and theory and learn how to conduct a peer review of writing.
Offered: Every year, Spring Online

OT 616. Self-Directed Study in Clinical Practice. 3 Credits.
This self-directed course focuses on each individual student’s goals and objectives within an area of specialty practice. Students create a proposal and learning contract with objectives, methods and timelines to meet individualized learning goals toward certifications or in-depth learning of a particular topic. The purpose of this course is to work toward individualized professional development goals.
Offered: Every year, Spring Online

OT 620. Foundations in Teaching and Learning I. 3 Credits.
This course is the first in a series of courses focusing on advanced topics in teaching and learning. Students explore various theoretical frameworks regarding learning and the relationship between learning theory and occupational therapy. Students work to develop the ability to incorporate learning theory into their educational practice.
Offered: Every year, Spring Online

OT 621. Creating Effective Learning Environments and Experiences. 3 Credits.
This course is the second course in the series of courses focusing on advanced topics in teaching and learning. Building upon theoretical foundations explored in OT 620 Foundations in Teaching and Learning I, students explore various educational models and tools to enhance teaching and utilize design steps to develop professional, educational presentations.
Prerequisites: Take OT 620.
Offered: Every year, Summer Online

OT 625. Special Topics in School-Based Practice I. 3 Credits.
This course is the first in a series of courses focusing on advanced topics in school-based practice. Students critique existing scholarship and professional documents regarding best practices in school-based practice, and identify and critique existing interventions utilized in school-based practice and their efficacy. Topics covered include legislations, assessment, intervention and whole school programming.
Offered: Every year, Spring Online

OT 626. Special Topics in School-Based Practice II. 3 Credits.
This course is the second in a series of courses focusing on advanced topics in school-based practice. Students build upon work completed as part of OT 625 Special Topics in School-Based Practice I to develop a model of practice/intervention addressing “best practice” for practitioners working in school-based practice.
Prerequisites: Take OT 625.
Offered: Every year, Summer Online

OT 630. CAGS Hand Therapy I. 3 Credits.
This course is the first in a series of courses focusing on advanced topics in hand therapy. Students critique existing scholarship and professional documents regarding best practice in hand therapy practice, and identify and critique existing assessments and interventions utilized in hand therapy practice.
Offered: Every year, Spring Online
Offered: Every year, Summer Online

OT 635. Scholarly Use of Evidence in Writing. 3 Credits.
This course is the second in a sequence of courses focusing on scholarly reading and writing. Emphasis on determining proper use of evidence occurs throughout the course. Synthesis of scholarly evidence and literature culminates in the creation of a manuscript for submission to a professional trade magazine or journal.
Prerequisites: Take OT 615.
Offered: Every year, Summer Online

OT 640. Directed Study in Evidence-Based Practice. 3 Credits.
Students learn the steps of the evidence-based practice continuum. Each student follows the steps using actual practice case studies from his/her individual practice sites and presents the responses to each step in the process to discover evidence to guide the practice case questions. Peer interaction and feedback is critical to the realistic development of evidence to guide practice decisions. A major assignment is to have each student participate in the writing of a systematic review or an evidence-based practice brief for the profession. Students complete a needs assessment of a particular site or practice area as well.
Prerequisites: Take OT 654.
Offered: Every year, Summer

OT 650. Application of Theory and Exploration of Occupation. 3 Credits.
This course explores occupation—the central construct of the profession, and occupational science as a disciplinary knowledge base of the profession. Students examine a variety of theories relevant to occupational therapy and analyze their practice using critical theory.
Offered: Every year, Spring

OT 651. Systems. 3 Credits.
Knowledge of health care delivery in the U.S. is fundamental to providing occupational therapy services. A key element to providing relevant health care services is an understanding of the broader systems that influence and drive delivery models. This course addresses the general systems model as applied to the delivery of health care services. System components are addressed including the resources, the internal processes, external influences, measurable outcomes and stakeholders in service delivery systems. The course examines the range of service delivery models in OT including the traditional medical model, school-based, community, educational, home health, hospice and telehealth, among others. The course prepares students to analyze the key components of delivery system and determine how OT services are optimized in specific models.
Offered: Every year, Fall

OT 652. Doctoral Seminar. 1 Credit.
Students develop learning strategies for doctoral work and explore contemporary leadership theory and create a professional development plan for doctoral work with goals and objectives related to becoming an agent of change.
Offered: Every year, Fall

OT 653. Policy/Ethics. 2 Credits.
The future leaders of the profession need an understanding of the political and legal policies impacting occupational therapy, as well as the ethics involved in decision making. Students explore the role of the occupational therapist in advocacy as well as the concepts of social justice. The impact of these policies and decisions are reviewed in relationship to all settings and the occupational as well as psychosocial well-being of the individual client and populations of clients.
Offered: Every year, Fall

OT 654. Critical Inquiry of Scholarship. 3 Credits.
This course is the first of a series of courses focusing on scholarship in the profession. Emphasis is placed on understanding qualitative and quantitative research methods and building a solid foundation needed to carry out a scholarly project. This course covers the scholarship process, with a focus on developing a question for scholarly exploration, ways of answering questions and approaches to analyzing results.
Offered: Every year, Fall

OT 655. Professional Seminar. 3 Credits.
This course integrates prior learning into the discussion of how to become an “agent of change” within systems. Topics include advocacy, leadership and leadership theories, group dynamics and change management. Student integrate this knowledge through the development of a program proposal and evaluation.
Offered: Every year, Summer

OT 656. Critical Inquiry of Scholarship II. 4 Credits.
This course is the second of a series of courses focusing on scholarship in the profession. Emphasis is placed on developing a proposal for a scholarly project. Drawing on the content of OT 654 students develop the background to the project and problem statement, questions guiding the project informed by theory, and write a design a scholarly proposal in regards to ethical policies and procedures necessary to conduct research.
Prerequisites: Take OT 640, OT 654.
Offered: Every year, Summer

OT 660. Seminar: Innovations and Emerging Issues in Children and Youth. 3 Credits.
The OT seminars OT 660 and OT 662 present core content that is the same for both courses during weeks one and two. The focus of the core weeks is on environmental scanning for evidence of change and locating evidence in the literature for that change. Weeks four through seven focus on the individual theme as selected by each student.
Offered: Every year, Fall

OT 662. Seminar: Innovations and Emerging Issues in the Adult Health Care Continuum. 3 Credits.
The OT seminars OT 660 and OT 662 present core content that is the same for both courses during weeks one and two. The focus of the core weeks is on environmental scanning for evidence of change and locating evidence in the literature for that change. Weeks four through seven focus on the individual theme as selected by each student.

OT 670. Leadership in Program Development/Business. 3 Credits.
Students analyze leadership styles as they relate to supervision in both public and private sectors. The course includes a review of skills required to be an entrepreneur, own a practice and navigate the policies required of a business.
Offered: Every year, Spring
OT 671. Leadership in Higher Education. 3 Credits.
Students analyze trends in higher education and health care. Building on these trends students create one course including a full syllabus, learning objectives, learning outcomes and assessment. This course provides a foundation for teaching in the future, either full or part time.
Offered: Every year, Fall

OT 680. Capstone I. 2 Credits.
This capstone course is a culminating experience in the occupational therapy curriculum, which integrates all core material. Students design and execute a scholarly or creative project that is relevant to current and emerging practice areas in occupational therapy. Students gain experience in project management, critical analysis and professional presentations.
Offered: Every year, Fall

OT 681. Capstone II. 2 Credits.
This capstone course is a culminating experience in the occupational therapy curriculum, which integrates all core material. Students design and execute a scholarly or creative project that is relevant to current and emerging practice areas in occupational therapy. Students gain experience in project management, critical analysis and professional presentations.
Offered: Every year, Spring

OT 699. OT Independent Study. 1-6 Credits.
Offered: As needed

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. 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/frameworks 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/frameworks 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 mechanisms. 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, Summer

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

OT 799. Independent Study in OT. 1-6 Credits.
Offered: As needed