

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

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## Overview

Our six-year, entry-level, Dual-Degree Bachelor of Science/Doctor of Occupational Therapy program prepares students with a breadth and depth of knowledge and skills in the profession to practice autonomously or collaboratively at entry level, within various healthcare, educational and social systems.

Our curriculum consists of four overlapping tiers: University Curriculum and Professional Foundations, Professional Practice Component, Fieldwork Component and Doctoral Capstone. Upon successful completion of the fourth year, the BS in Health Science Studies is awarded.

**Tier 1: University Curriculum and Professional Foundations.** 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).
- OT foundational courses (OT 101, OT 201, and OT 214).

Before the junior year, students must satisfy the following requirements:

- Complete all OT foundation courses with a grade of B- or better
- Complete all MA/SCI prerequisites with GPA of 2.67 or better
- Attain an overall GPA of 3.20 or better

When a student is granted transfer credits in their prerequisite courses at another four-year institution, the grade will be factored into the required science GPA of 3.00. The program does not accept AP credits toward their prerequisites. Failure to meet the cumulative GPA of 3.20 with Quinnipiac University courses only or the science prerequisite GPA of 2.67 by the start of the junior year will result in non-progression into the junior year OT curriculum.

During the junior year, students complete professional foundations in occupational therapy and the health sciences as follows:

- OT 300-level courses. A grade of C+ or better is required for all lecture based courses; a grade of B or better is required for all lab and experiential courses.
- Health Science Core and Electives (HSC 200- and 300-level). A grade of B- or better is required for each of the HSC courses.

To progress into the next Tier, students must achieve a semester GPA of 3.20. Failure to meet the GPA requirement may result in program dismissal.

**Tier 2: Professional Practice Component.** The professional component of the program consists of all occupational therapy courses at 500-level in the senior and the first graduate year. Students must earn a minimum

grade of B- in all OT lecture courses and a B+ in all lab and experiential courses (fieldwork, service learning) with a semester GPA of 3.20.

**Tier 3: Fieldwork Component and Entry-Level Practice.** The goal of Level II fieldwork is to prepare a student to become an entry-level practitioner. Students will complete one traditional and one non-traditional/role emerging fieldwork experience. All fieldwork Level II experiences must be completed with a "P" (pass) to advance to Tier 4.

**Tier 4: Doctoral Capstone Component and In-Depth Knowledge.** Students will complete didactic coursework at 700-level representing advance competencies in occupational therapy. Students must earn a grade of B+ or better in all Tier 4 didactic coursework. Students also must pass a competency exam and submit a portfolio documenting entry-level practice skills and the program learning outcomes prior to their Doctoral Capstone.

## Fieldwork Expectations

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, and a student must pass a comprehensive competency exam prior to matriculating into OTD 790 and OTD 791.

- 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.
- OTD 790 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.

## Dual-Degree BS/OTD Curriculum

The curriculum for the professional courses in the program is reviewed regularly and is subject to modification in both content and credit as

deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

Course	Title	Credits
<b>First Year</b>		
<b>Fall Semester</b>		
EN 101	Introduction to Academic Reading and Writing	3
MA 275	Biostatistics	3
FYS 101	First-Year Seminar	3
OT 101	Foundations of Occupational Therapy	2
UC Course 1		3
Open Elective		1

**Credits 15**

<b>Spring Semester</b>		
EN 102	Academic Writing and Research	3
BIO 103	Concepts in Human Biology	3
PHY 101 & 101L	Elements of Physics and Elements of Physics Lab	4
OT 214	Professionalism in Occupational Therapy Practice	2
UC Course 2		3
Open Elective		1

**Credits 16**

<b>Second Year</b>		
<b>Fall Semester</b>		
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
HSC 202	Medical Terminology	2
UC Course 3		3
UC Course 4		3
UC Course 5		3

**Credits 15**

<b>Spring Semester</b>		
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
OT 201	Occupation, Health, Participation	2
Open Elective		3
UC Course 6		3
UC Course 7		3

**Credits 15**

<b>Third Year</b>		
<b>Fall Semester</b>		
OT 322 & 322L	Functional Anatomy and Kinesiology I and Functional Anatomy and Kinesiology Lab I	4
OT 325	Principles of Human Development and Occupation	3
OT 333 & 333L	Functional Neuroscience I and Functional Neuroscience I Lab	4

HSC 205 or HSC 206 or HSC 207 or HSC 208 or HSC 308 or HSC 398	Age-Related Community Engagement Youth (HSC 505) or Community Engagement Legacy Service Learning Seminar: International (HSC 506) or Interprofessional Community-Based Service Learning Seminar: Special Populations (HSC 507) or Community Engagement Veterans or Community Engagement Leadership or Health Professions Career Practicum	
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HSC 220	Health Care Essentials: Structure, Policy and Professionalism (or HSC Elective) <sup>1</sup>	3
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HSC Community Engagement <sup>2</sup>		2
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**Credits 16**

<b>Spring Semester</b>		
OT 323 & 323L	Functional Anatomy and Kinesiology II and Functional Anatomy and Kinesiology Lab II	4
OT 326	Principles of Human Development/Older Adults	3
OT 334	Functional Neuroscience II	2
HSC 220	Health Care Essentials: Structure, Policy and Professionalism (or HSC Elective) <sup>1</sup>	3

HSC Community Engagement <sup>2</sup>		1
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HSC 205 or HSC 206 or HSC 207 or HSC 208 or HSC 308 or HSC 398	Age-Related Community Engagement Youth (HSC 505) or Community Engagement Legacy Service Learning Seminar: International (HSC 506) or Interprofessional Community-Based Service Learning Seminar: Special Populations (HSC 507) or Community Engagement Veterans or Community Engagement Leadership or Health Professions Career Practicum	
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Open Elective		3
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**Credits 16**

<b>Fourth Year</b>		
<b>Fall Semester</b>		
BS FOURTH YEAR - DOCTORAL YEAR 1		
OTD 501	Occupational Therapy Theory	3
OTD 502L	OT Service Learning	1
OTD 503	OT Practice Framework & Professional Reasoning	2
OTD 515	Research Methods and Evidence-Based Practice	3
QU 420	Integrative Capstone	3
Open Elective		3

**Credits 15**

<b>Spring Semester</b>		
OTD 520	Occupational Therapy Mental Health and Psychosocial Practice I	3
OTD 520L	Occupational Therapy Mental Health and Psychosocial Practice I Lab	1
OTD 522	Occupational Therapy for Children and Youth I	6
OTD 522L	Occupational Therapy for Children and Youth I Lab	1

OTD 522F	Occupational Therapy for Children and Youth I Fieldwork	1
OTD 530	Administration and Management of Systems	3
<b>Credits</b>		<b>15</b>
<b>Total Credits</b>		<b>123</b>

1

HSC Electives may include HSC 262, HSC 326, HSC 354, HSC 351

2

HSC Community Engagement have options for 1, 2, or 3 credits at a time.

## Post Baccalaureate Phase (Doctorate)

Students earn the Doctor of Occupational Therapy after completing 75 credits.

Course	Title	Credits
<b>Second Year</b>		
<b>Summer Semester</b>		
DOCTORAL YEAR 2		
OTD 524	Occupational Therapy for Adults and Older Adults I	6
OTD 524F	Occupational Therapy for Adults and Older Adults I Fieldwork	1
OTD 524L	Occupational Therapy for Adults and Older Adults I Lab	1
OTD 526	Technology in OT Practice	2
OTD 526L	Technology in OT Practice Lab	1
OTD 528L	Biomechanical Interventions Lab	1
OTD 531	Leadership and Change	2
<b>Credits</b>		<b>14</b>

### Fall Semester

OTD 521	OT Mental Health and Psychosocial Practice II	3
OTD 521F	OT Mental Health and Psychosocial Practice II Fieldwork	1
OTD 521L	OT Mental Health and Psychosocial Practice II Lab	1
OTD 523	Occupational Therapy for Children and Youth II	6
OTD 523F	OT for Children and Youth II Fieldwork	1
OTD 523L	OT for Children and Youth II Lab	1
OTD 751	Capstone Seminar I - Exploration	2
<b>Credits</b>		<b>15</b>

### Spring Semester

OTD 525	OT for Adults and Older Adults II	6
OTD 525F	OT for Adults and Older Adults II Fieldwork	1
OTD 525L	OT for Adults and Older Adults II Lab	1
OTD 527	Work and Ergonomics	3
OTD 752	Knowledge Translation and Synthesis	3
OTD 760	Principles of Teaching/Learning	2
<b>Credits</b>		<b>16</b>

### Third Year

#### Summer Semester

DOCTORAL YEAR 3 <sup>1</sup>

OTD 580	Fieldwork Level IIA	6
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OTD 753	Capstone Seminar II - Planning	2
<b>Credits</b>		<b>8</b>

### Fall Semester

OTD 581	Fieldwork Level IIB	6
<b>Credits</b>		<b>6</b>

### J-term

OTD 582	Professional Development	2
<b>Credits</b>		<b>2</b>

### Spring Semester

OTD 754	Capstone Seminar III - Preparation	2
OTD 762	Health Policy, Law & Advocacy	2
OTD 764	Business Leadership and Entrepreneurship	2
Doctoral Project and Experience		
OTD 790	Doctoral Project Seminar (Spring B)	1
OTD 791	Doctoral Experience (Spring B)	2
<b>Credits</b>		<b>9</b>

### Fourth Year

#### Summer Semester

DOCTORAL YEAR 4 <sup>2</sup>		
Doctoral Project and Experience		
OTD 790	Doctoral Project Seminar	1
OTD 791	Doctoral Experience	4
<b>Credits</b>		<b>5</b>
<b>Total Credits</b>		<b>75</b>

1

Doctoral Year 3 - Spring: OTD 754, OTD 762, OTD 764 are courses that will be offered in a 7-week format during Spring A.

2

Doctoral Year 4 - Summer: OTD 790 and OTD 791 are experiential components that will begin in Spring B and will conclude in Summer I.

## Student Learning Outcomes

Upon completion of the **baccalaureate phase** of the Dual-Degree Bachelor of Science/Doctor of Occupational Therapy (BS/OTD) program, students will demonstrate the following competencies:

- Occupation:** Articulate the unique nature and significance of human occupation to personal identity, health and participation.
- Professionalism and Leadership Development:** Demonstrate professionalism and attributes of leadership in the educational context.
- Inclusive Excellence and Diversity:** Recognize the significance of diversity and intersectionality of identities and opportunities for meaningful occupations among individuals, groups and populations.
- Professional Reasoning:** Identify the occupational therapy process and recognize professional reasoning in the delivery of the OT process.
- Evidence-Based Practice:** Identify and critique evidence that informs OT practice and service delivery.
- Roles and Systems:** Describe the role of OT in intra/interprofessional teams in the broad health, educational and social systems.

Upon completion of the graduate phase of the Doctor of Occupational Therapy program, students will demonstrate the following competencies:

1. **Synthesis of Occupation:** Synthesize and articulate in-depth knowledge of occupation with health and participation to guide the practice of occupational therapy.
2. **Professionalism and Leadership Development:** Demonstrate professionalism, competent role performance and leadership.
3. **Advocacy:** Advocate for the distinct value of occupational therapy for individuals, groups and populations.
4. **Professional Reasoning:** Apply occupation and client-centered principles and professional reasoning to produce positive outcomes with individuals, communities and populations within broader systems.
5. **Knowledge Translation and Evidence-Based Practice:** Evaluate, synthesize, translate and contribute to evidence that informs practice and supports OT service.
6. **Systems and Practice Contexts:** Demonstrate in-depth knowledge of systems and work collaboratively in and lead intra/interprofessional teams within traditional and non-traditional/role emerging settings.

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

## Mission Statement

The mission of the EOTD 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.

## 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 towards 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 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 admission 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/Doctor of Occupational Therapy program. This includes a review of the student's academic aptitude and past experiences of service and scholarly engagement, and an interview. Details of the policies and procedures available upon request.

To be eligible, students must have:

- A minimum of 30 college credits earned
- A minimum overall GPA of 3.00
- Completed the following prerequisites with a minimum of C + and an overall prerequisite GPA of 3.00: BIO 101+BIO 101L, BIO 102+BIO 102L, BIO 211+BIO 211L, BIO 212+BIO 212L, PHY 101+PHY 101L, MA 275
- A minimum of 30 hours of clinical observation or relevant service to groups, populations or organizations that may benefit from occupational therapy

Acceptance as a transfer into the BS-OTD program is on **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 Program Costs

As a clinical education program, the BS/OTD 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 titer affirmation of immunity for common diseases including but not limited to: MMR, HepB, varicella, polio, TDAP, TB and influenza. These must be documented prior to the start of clinical/fieldwork experiences and must be maintained through the program. **Cost: variable (please check with your insurance carrier)**
3. **Background Check** – All students must undergo an initial background check prior to the start of any clinical/fieldwork experience. Students in the BS/OTD program are required to have a background check prior to the start of the clinical portion of the curriculum in senior year and again before beginning Level II fieldwork.
  - 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 clinical fieldwork sites may require an additional yearly background recheck. **Cost: \$32 per annual recheck (excludes NY)**
4. **Drug Screening** – Drug screenings may be required and are dependent upon individual fieldwork site requirements. **Cost: variable**
5. **Liability Insurance** – All students have liability insurance coverage through the university, free of charge, while performing required clinical activity. Students may choose to purchase additional coverage at their own expense.
6. **EXXAT and APPROVE** – 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/OTD 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, fieldwork and capstone requirements of the BS/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 \$515.00 (2023 cost)** to take the examination.

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  
 Fax: 301-652-1417  
 Email: [accred@aota.org](mailto:accred@aota.org)  
 Website: [acoteonline.org \(https://acoteonline.org/\)](https://acoteonline.org/)

All graduates of the program are eligible to sit for the national certification examination for the occupation therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). All states and jurisdictions require graduation from an ACOTE-accredited occupational therapy program and passing the NBCOT exam is a requirement for state licensure. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

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

## Program Sponsorship

Quinnipiac University assumes primary responsibility for appointment of faculty, admission of students and curriculum planning for the 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.

## Occupational Therapy Doctoral (OTD)

**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

## Accreditation

The Entry-Level Doctor of Occupational Therapy (OTD) program at Quinnipiac University has been granted Certificate of Accreditation by the

- 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:** Take OTD 510  
**Offered:** Every year, Fall
- OTD 512L. Applied Neuroscience in OT Practice Lab. 1 Credit.**  
 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:** Take OTD 510L  
**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, Fall
- OTD 520. 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.  
**Prerequisites:** None  
**Offered:** Every year, Spring

**OTD 520L. 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.

**Prerequisites:** None

**Offered:** Every year, Spring

**OTD 521. 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.

**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. 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.

**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. 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.

**Prerequisites:** None

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

**OTD 523. 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.

**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. 6 Credits.**

This course provides a comprehensive overview of assessments and interventions used by occupational therapy practitioners in general medicine/surgery, neurology and orthopedics. The course integrates the use of various theoretical models/frames of reference, current evidence, and clinical/professional reasoning pertinent to the OT process. Documentation is highlighted throughout the course including for traditional systems for individual and population-based approaches. Key concepts in interprofessional practice and health literacy are incorporated.

**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. 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.

**Prerequisites:** None

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

**OTD 525. OT for Adults and Older Adults II. 6 Credits.**

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

**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 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.

**Prerequisites:** None

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

**OTD 526. 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.

**Prerequisites:** None

**Offered:** Every year, 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, Summer

**OTD 527. 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.

**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

**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. 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. 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, 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. 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, 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, 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, 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
- 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 Credit.**  
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, Summer
- OTD 791. Doctoral Experience. 2-4 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.  
**Prerequisites:** None  
**Offered:** Every year, Summer