DOCTOR OF OCCUPATIONAL THERAPY (OTD)

OTD 1611. Functional Anatomy and Kinesiology. (5 Credit Hours)
This course integrates in-depth knowledge of anatomy with the principles of kinematics to understand body structures and functions as they relate to occupational performance. Application and integration will occur through assessment techniques, such as goniometry, palpation, and manual muscle testing. Students will merge all knowledge and skills through activity analysis of occupations and case-based learning.

OTD 1612. Evidence Based Occupational Therapy Practice. (3 Credit Hours)
Evidence-based practice includes the ability of formulate clinical questions, search effectively for the best available evidence, critically analyze that evidence for validity and usefulness, integrate that appraisal with clinical expertise and client preferences, and then evaluate the outcomes. Students will apply each of these steps to the occupational therapy process in order to guide and inform their future practice. This will include quantitative and qualitative designs, measurement and instrumentation, sampling, and basic principles of quantitative and qualitative analyses.

OTD 1613. Professional Reasoning 1. (1 Credit Hour)
This course is the first of a three-course sequence focused on development of professional reasoning. Professional reasoning is the process by which occupational therapists plan, direct, perform, and reflect on care. Students will learn the types of professional reasoning and apply each through case scenarios. Course content will also focus on cultural humility, rapport building, communication, and therapeutic use of self.

OTD 1614. Foundations of Occupational Therapy. (4 Credit Hours)
In this course, the student will explore three major themes: the complexity of human occupation, including the meaning, language and dynamics of occupation; the impact of occupation and occupational balance on health and well-being; and occupational analysis, which is core to the practice of occupational therapy. Intellectual, social, and political contexts that influenced the development of occupational therapy will be discussed. Students will gain an understanding of the history and philosophical base of the profession, the domain of practice, and practice trends. Theoretical constructs that have endured in the profession throughout its history will be examined, and their influence on the development of conceptual practice models/frames of reference currently used in occupational therapy will be explored.

OTD 1615. Conditions Affecting Occupation. (4 Credit Hours)
This course explores health conditions which are disruptive to and affect occupational participation. Conditions will be reviewed across the lifespan and in both the physical and psychosocial realms. Students will analyze the etiology, signs, symptoms, pathology, and psychopathology through the lens of occupational performance. Students will begin to relate this course content to occupational therapy evaluation and intervention.

OTD 1616. Occupational Health and Wellness: Population Perspective. (1 Credit Hour)
In this course, students will examine the role of occupation in enhancing the health of populations through health promotion, health education, and prevention of illness. Key concepts of population health, needs assessment, health promotion and health behavior will be applied to develop local and global population-based approaches for meeting health needs. This will include analysis of the epidemiological factors which impact public health and population welfare. Students will apply, analyze, and evaluate the role of sociocultural, socioeconomic, and diversity factors of populations and demonstrate knowledge of social determinants of health.

OTD 1617. Professional Reasoning 2. (2 Credit Hours)
This course is the second of a three-course sequence focused on development of professional reasoning. Professional reasoning is the process by which occupational therapists plan, direct, perform, and reflect on care. Students will build upon and further integrate their learning from Professional Reasoning 1. In this course, students will advance their knowledge and skills in therapeutic use of self through use of various models and frames of reference. Content will advance understanding of ethical reasoning through a focus on ethical decision making.

OTD 1618. Human Behavior and Lifespan Development. (3 Credit Hours)
In this course, students will examine occupational performance and participation across the lifespan as influenced by personal factors, context, and the demands of the task. Students will apply knowledge of behavioral, occupational, social science, and developmental theories to analyze human engagement in meaningful occupations from infancy through older adulthood.

OTD 1619. Occupational Therapy Process 1: Evaluation. (5 Credit Hours)
This course is the first of the occupational therapy process series. Focus of this course is on the evaluation process, with application across the lifespan and in a variety of practice settings. Emphasis will be on occupation-focused, client- centered, theoretically driven, and safe evaluation skills. Students will learn inter- and intra-professional communication and collaboration; skilled observation; each step of the evaluation process; selection, application, and interpretation of assessment tools; design of therapeutic goals; documentation; and billing. They will apply learning from their professional reasoning courses to promote therapeutic interactions during the evaluation process. This course includes an integrated Level I fieldwork experience. In accordance with occupational therapy accreditation standards, this course will facilitate application of knowledge to practice and foster students' understanding of client needs. The focus is to immerse students in a setting where they will explore evaluation through directed observation and participation.

OTD 1620. Functional Neuroscience. (4 Credit Hours)
Every human occupation has its origins in neurological structures and processes. Thus, this course provides students with foundational knowledge related to the structure and function of the neurological system, including its development. Application of knowledge will take place in didactic coursework and in the lab component of the course where students will train in the use of formal and informal screening of the neurological structures. Course content will also include identification of potential neurological deficits impairing occupational participation and application to clinical case scenarios.

OTD 1621. The Occupational Therapy Scholar 1. (2 Credit Hours)
This course is the first in a three-part series of research courses. Each course serves to facilitate student engagement in scholarship that contributes to knowledge development or practice improvement in the profession. Under the guidance of a faculty advisor and mentor, students will develop a scholarly proposal and identify potential funding for a study that evaluates professional practice, service delivery, and/or professional issues.

OTD 1622. Care Coordination and Collaborative Practice. (2 Credit Hours)
Team-based and collaborative approaches are necessary to support health outcomes of patients, communities, and populations. In this course students will demonstrate, evaluate, and plan care coordination and consultation through effective communication, application of teaching-learning principles, and an understanding of intra- and interprofessional collaboration. Students will apply interprofessional collaborative practice competencies through case study and simulation.

OTD 2607. NAMI Provider Education Program for OTD. (0.5 Credit Hours)
The National Alliance on Mental Illness (NAMI) Provider Education Program is a 15-hour program designed to increase student understanding of the patient experience of being diagnosed with and treated for a mental illness along with the experiences of family members of individuals with a mental illness. The NAMI program combines didactic information, small group activities, and time for reflection to allow students to increase their understanding of and comfort in treating individuals with mental illness.

OTD 2608. Occupational Therapy Process 2: Technology and Environmental Interventio. (4 Credit Hours)
This course focuses on technological and environmental intervention. Students will build skills in adaptation and compensation to support occupational performance. They will utilize assistive technologies and devices to demonstrate their knowledge of use of technology in practice. Students will learn to grade and adapt processes, modify the environment, and apply ergonomic principles based upon sociocultural context, client needs, and technological advances.

OTD 2609. Occupational Therapy Process 3: Preparatory Methods Intervention. (5 Credit Hours)
Primarily through an emphasis on upper extremity conditions and how they affect occupation, this course focuses on preparatory interventions to support occupational engagement. Students will learn to use physical agent and mechanical modalities, fabricate and train in orthotics and prosthetics, and provide manual therapy through an occupational lens to ultimately support daily occupational performance. Professional reasoning skills are promoted through various case studies and laboratory exercises. Licensure requirements, competency, indications, contraindications, and safety issues are addressed.

OTD 2610. Capstone Preparation 1. (1 Credit Hour)
In this course, students will explore the Doctoral Capstone Experience and Project. Time will be spent understanding each area of possible emphasis, including clinical skills, research skills, administration, program development and evaluation, policy development, advocacy, education, or leadership. Students will prepare for their individual capstone through a literature review, needs assessment, creation of goals and objectives, and identification of an evaluation plan.

OTD 2611. The Occupational Therapy Scholar 2. (2 Credit Hours)
This course is the second in a three-part series of research courses. Each course serves to facilitate student engagement in scholarship that contributes to knowledge development or practice improvement in the profession. Under the guidance of a faculty advisor and mentor, students will implement a scholarly study that aligns with current research priorities and advances knowledge translation, professional practice, service delivery, or professional issues. Students will begin to select, apply, and interpret quantitative and qualitative methods for data analysis and create scholarly reports appropriate for presentation or publication.

OTD 2612. The Occupational Therapy Educator. (1 Credit Hour)
An integral piece of occupational therapy practice is education of clients, caregivers, family, significant others, groups, communities, populations, students, other professionals, and stakeholders. This course focuses on students' ability to demonstrate, evaluate, and utilize the principles of the teaching-learning process through educational methods and health literacy education approaches. In addition, students will understand and apply principles of instructional design and teaching and learning in preparation for work in an academic setting.

OTD 2613. The Occupational Therapy Entrepreneur 1. (2 Credit Hours)
This course is the first in a two-part series of entrepreneurial courses. In this course, students will begin to learn the business aspects of practice, including program planning and development, financial management, marketing the delivery of services, and quality management and improvement through program evaluation. Students will also build skills in interprofessional team dynamics, including in relation to the supervision of personnel.

OTD 2614. Occupational Therapy Process 4: Psychosocial Intervention. (4 Credit Hours)
In this course, students will integrate and apply their understanding of mental functions as they develop over the lifespan, mental health conditions affecting occupational engagement, and psychosocial theory, frames of reference, and conceptual models of mental health practice. Students will build on their skills in occupational therapy evaluation and assessment with increased specificity to psychosocial and mental health functions. Students will learn to design and provide therapeutic intervention to support health and wellbeing for individuals, groups, and communities with mental health needs. This course also includes an integrated Level I fieldwork experience. In accordance with occupational therapy accreditation standards, this course will facilitate application of knowledge to practice and foster students' understanding of client needs. The focus is to immerse students in a setting where they will explore psychosocial intervention through directed observation and participation.

OTD 2615. Occupational Therapy Process 5: Rehabilitation, Disability, and Participation Intervention 1. (3 Credit Hours)
This course is the first in a two-part series of intervention for rehabilitation, disability, and participation. In this course, students will integrate and apply their understanding of physical conditions affecting occupational engagement and theory, frames of reference, and conceptual models of occupational therapy practice as they relate to physical and neurological rehabilitation. Students will build on their skills in occupational therapy evaluation and assessment with increased specificity to rehabilitation practice. Students will learn to design and provide therapeutic intervention focused on neurorehabilitation, physical rehabilitation, technology, and remediation and compensation. Students will continue to demonstrate understanding of the rehabilitation process, including discharge planning, reimbursement, and documentation.

OTD 2616. Occupational Therapy Process 6: Intervention for Children and Youth. (6 Credit Hours)
In this course, students will integrate and apply their understanding of lifespan development, pediatric conditions affecting occupational engagement and theory, frames of reference, and conceptual models of practice as they relate to children and youth. Students will build on their skills in occupational therapy evaluation and assessment and will demonstrate the ability to design and provide therapeutic intervention specific to children and youth. Students will continue to demonstrate understanding of the occupational therapy process, including discharge planning, reimbursement, and documentation as they relate to pediatric practice settings. This course also includes an integrated Level I fieldwork experience. In accordance with occupational therapy accreditation standards, this course will facilitate application of knowledge to practice and foster students' understanding of client needs. The focus is to immerse students in a setting where they will explore evaluation and intervention for children and youth through directed observation and participation.

OTD 2617. Capstone Preparation 2. (1 Credit Hour)
The doctoral occupational therapy student will develop a proposal for the Doctoral Capstone Experience that provides in-depth experience in an identified focus area. This will build upon their preparations in Capstone Preparation 1, where students began to conduct a literature review and needs assessment, create goals and objectives, and identify an evaluation plan. Each of these components will be compiled into a final capstone proposal which must be submitted for approval. Once the proposal is approved, the student will collaborate with faculty and capstone site mentors to carry out the experience in the final term of the program.

OTD 2618. The Occupational Therapy Scholar 3. (2 Credit Hours)
This course is the third in a three-part series of research courses. Each course serves to facilitate student engagement in scholarship that contributes to knowledge development or practice improvement in the profession. Under the guidance of a faculty advisor and mentor, students will finalize implementation of a scholarly study that aligns with current research priorities and advances knowledge translation, professional practice, service delivery, or professional issues. Students will finalize selection, application, and interpretation of quantitative and qualitative methods for data analysis and create a scholarly report appropriate for presentation or publication, which will be made available to professional or public audiences.

OTD 2619. Professional Reasoning 3. (3 Credit Hours)
This course is the third of a three-course sequence focused on development of professional reasoning. Professional reasoning is the process by which occupational therapists plan, direct, perform, and reflect on care. Students will build upon and further integrate their learning from Professional Reasoning 1 and 2. In this course, students will advance their knowledge and skills in neuro- occupation, the reciprocal relationship between the brain and occupation. Students will focus on application and integration of knowledge across the occupational therapy process as they become intentional therapists focused on building therapeutic power through interventions that are accurate, intact, and appealing.

OTD 2620. The Occupational Therapy Entrepreneur 2. (2 Credit Hours)
This course is the second in a two-part series of entrepreneurial courses. In this course, students will continue to apply and integrate the business aspects of practice, including program planning and development, financial management, marketing the delivery of services, and quality management and improvement through program evaluation. This will include the ability to collect, analyze, and report data in a systematic manner for practice outcomes. Finally, students will demonstrate an understanding of the process of locating and securing grants as funding support for program development.

OTD 2621. Occupational Therapy Process 7: Rehabilitation, Disability, and Participation 2. (4 Credit Hours)
This course is the second in a two-part series of intervention for rehabilitation, disability, and participation. In this course, students will continue to build clinical reasoning skills through application and integration of prior knowledge, evidence, and theory. Students will continue to build on their skills in occupational therapy evaluation and assessment with increased specificity to rehabilitation practice. Students will learn to design and provide therapeutic intervention focused on occupation, preparatory methods and tasks including therapeutic exercise, education, and training. This course also includes an integrated Level I fieldwork experience. In accordance with occupational therapy accreditation standards, this course will facilitate application of knowledge to practice and foster students' understanding of client needs. The focus is to immerse students in a setting where they will intervention for rehabilitation and disability through directed observation and participation.

OTD 2622. Occupational Therapy Process 8: Health, Wellness, and Productive Aging Intervention. (4 Credit Hours)
This course focuses on intervention for health promotion; disease, illness, and injury prevention; and holistic wellness. Emphasis is placed on use of these intervention strategies to support productive aging and unique needs of older adults. In this course, students will integrate and apply their understanding of lifespan development, conditions affecting occupational engagement and theory, frames of reference, and conceptual models of practice as they relate to holistic wellness and productive aging. Students will build on their skills in occupational therapy evaluation and assessment and will demonstrate the ability to design and provide therapeutic intervention specific to health, wellness, and productive aging, especially in community-based and interprofessional contexts. This course also includes an integrated Level I fieldwork experience. In accordance with occupational therapy accreditation standards, this course will facilitate application of knowledge to practice and foster students' understanding of client needs. The focus is to immerse students in a setting where they will intervention for health, wellness, and productive aging through directed observation and participation.

OTD 2623. Healthcare, Policy, and Advocacy in Occupational Therapy. (2 Credit Hours)
This course involves the study of health care policy and its effect on occupational therapy practice. Students will critically examine governmental and regulatory systems; professional societies; historical, economic, political, and professional forces; and cultural and social values that influence the development of health care policy and contemporary practice. Students will apply advocacy skills to promote the profession through their articulation of the distinct nature of occupation and the just treatment of all people.

OTD 3608. Level II Fieldwork A. (12 Credit Hours)
Students will apply their knowledge of occupation and professional reasoning, skills of professional practice and scholarship, and experience in collaboration and innovation during a 12-week full-time equivalent Level II fieldwork placement. Students will be supervised by a currently licensed occupational therapist. Students will be evaluated to ensure they have developed entry-level competency as a generalist practitioner at their site by the conclusion of this experience.

OTD 3609. Capstone Preparation 3. (1 Credit Hour)
In this course, students will continue to prepare for their Doctoral Capstone Experience and Project. By the end of this course, students will have an approved proposal and plan with faculty and capstone site mentors for carrying out the Doctoral Capstone in the final term of the program. Students will continue plans for completion and dissemination of their Doctoral Capstone Project which will relate to their experience and demonstrate synthesis of in-depth knowledge in their focused area of study.

OTD 3610. Level II Fieldwork B. (12 Credit Hours)
Students will apply their knowledge of occupation and professional reasoning, skills of professional practice and scholarship, and experience in collaboration and innovation during a 12-week full-time equivalent Level II fieldwork placement. Students will be supervised by a currently licensed occupational therapist. Students will be evaluated to ensure they have developed entry-level competency as a generalist practitioner at their site by the conclusion of this experience.

OTD 3611. Capstone Preparation 4. (1 Credit Hour)
In this course, students will complete final preparations for their Doctoral Capstone Experience and Project. At this point, students will have an approved proposal and plan with faculty and capstone site mentors for carrying out the Doctoral Capstone in the final term of the program. Students will finalize plans for completion and dissemination of their Doctoral Capstone Project which will relate to their experience and demonstrate synthesis of in-depth knowledge in their focused area of study.

OTD 3612. The Occupational Therapy Practitioner. (1 Credit Hour)
In this course, students will focus on their professional development as an occupational therapy practitioner. Content will emphasize ethical decision making, professional engagement, ongoing professional development, credentialing, and licensure. In addition, students will prepare to take the National Board Certification in Occupational Therapy. Students will be required to pass a competency exam prior to progressing toward their capstone experience and project.

OTD 3613. Doctoral Capstone Experience. (14 Credit Hours)
This doctoral capstone is designed for students to build upon their entry-level competence as generalist practitioners to achieve in-depth knowledge in one or more focus area through a combination of a doctoral experience and a doctoral capstone project. In this course, students will actualize their individualized specific learning objectives in a mentored practice setting. This will culminate in formal evaluation for objective assessment of the student's performance and completion of the Doctoral Capstone Experience.

OTD 3614. Doctoral Capstone Project. (1 Credit Hour)
This doctoral capstone is designed for students to build upon their entry-level competence as generalist practitioners to achieve in-depth knowledge in one or more focus area through a combination of a doctoral experience and a doctoral capstone project. In this course, students will actualize completion and dissemination of their Doctoral Capstone Project. This Project must relate to the Doctoral Capstone Experience and must demonstrate synthesis of in-depth knowledge in their focused area of study.