Admission Requirements:

Therapy Requirements for O.T.D. in Occupational

Please direct program inquiries to otd@uark.edu or call 479-713-8800

O.T.D. in Occupational Therapy (OTDEDP)

Program Description: The O.T.D. program is a 115-credit-hour, post-baccalaureate, 3-year (9 semester), full-time, on-campus program with an off-campus fieldwork and capstone component. Upon completion, an entry-level professional degree is awarded. This degree prepares graduates and meets requirements to sit for the National Board for the Certification of Occupational Therapy exam.

This degree is a joint offering between the College of Education and Health Professions of the University of Arkansas and the College of Health Professions of the University of Arkansas for Medical Sciences and UAMS's Northwest campus in Fayetteville. The department’s mission embodies both institutions’ shared aim to enhance the health, well-being, and quality of life of the people of Arkansas, our nation, and world. By enabling occupational therapy students to become innovative, caring, globally-minded scholars, practitioners, and advocates, the Department advances an inclusive, emancipatory, and participatory, vision of society situated at the intersection of UAF and UAMS's missions. This distinctive entry-level clinical doctorate in occupational therapy is consistent with the accreditation standards of the American Occupational Therapy Association.

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Requirements for O.T.D. in Occupational Therapy

Admission Requirements:

- Abnormal Psychology — No substitutions allowed for this course
- Human Anatomy with lab — If anatomy and physiology are offered together as one course, then two semesters must be taken (example: Anatomy and Physiology I & II). There must be a lab component reflected.
- Human Physiology with lab — If anatomy and physiology are offered together as one course, then two semesters must be taken (example: Anatomy and Physiology I & II). There must be a lab component reflected.
- Neuroscience of Behavior — Also accepted: Brain and Behavior, Behavioral/Cognitive Neuroscience or Neurophysiology or Neuropsychology or Neurobiology, Physiological Psychology. Cognitive Psychology, Developmental Psychology, Social Psychology do not meet this requirement.
- Statistics — Any undergraduate statistics course (examples: psychological statistics, educational statistics, statistics in nursing, statistics in healthcare, business statistics, scientific statistics, etc. are accepted.)
- Technical or Research Writing — Graduate level writing skills (3000 level or above, may include graduate-level courses) are expected throughout the program starting in the first semester. Composition I and II do not meet this requirement.
- Terminology for Health Professions — This course must be 3 credits to meet the prerequisite requirement. If you completed a medical terminology course with fewer credit hours, you will need to repeat the course at the 3-credit level.
- If Anatomy and Physiology are offered together, as one course, then two semesters must be taken.

Applicants must meet all requirements for admission to the University of Arkansas Graduate School, except the standardized test score requirement. Other admission requirements include:

- A minimum overall GPA of 3.0 on a 4.0 scale.
- International applicants must submit Test of English as a Foreign Language (TOEFL).
- The GRE is not required or considered for the Occupational Therapy Doctoral program.
- 25 hours of documented volunteering, shadowing, or service learning with an occupational therapy professional in at least three different settings, with at least two different populations, e.g., children and adults. The required form for both the student and the professional can be found on the OT website (https://hhpr.uark.edu/ot/admission-requirements.php) as a downloadable PDF.
- Three letters of recommendation from individuals who can address potential for graduate education (includes current or former professors, academic administrators, advisors, and mentors who are not relatives of the applicant.).
- Written personal statement.
- Eligible applicants will be directed to complete a Multiple Mini Interview (MMI), the Health Science Reasoning Test (HSRT) and the Computer-Based Assessment for Sampling Personal Characteristics (CASPer) assessments (additional cost) and a scholarly writing activity.

Requirements for O.T.D. in Occupational Therapy: This program is a 115-credit-hour, post-baccalaureate, 3-year (9 semesters), full-time, on-campus program with an off-campus fieldwork and capstone component. All degree requirements must be completed within 5 years.

The fieldwork experiences are integrated throughout the program to structure increasingly complex experiences. The third year of the curriculum requires a capstone experience with a culminating project. Documented health insurance coverage is required by the department for all OTD students throughout the program.

All courses are offered one time per year for lock-step progress through the program. Students will work with their academic committee should unexpected circumstances necessitate modifications to progress through the program.

Plan of Study

First Year (January Intersession)

OCTH 5001 Introduction to an Occupational Perspective of Health and Learning

First Year (Spring Semester)
OCTH 5121 The Quest for Wellness 1
OCTH 5112L The Quest for Wellness Lab 2
OCTH 5173 The Science of Wellness 3
OCTH 5103 Theory and Foundations of Occupational Therapy 3
OCTH 5203 Professional Issues in Occupational Therapy 3
OCTH 5141 Research Fundamentals and Scholarly Practice 1
OCTH 5332 Exploring Occupational Science and Occupational Therapy 2

First Year (May Intersession)
OCTH 5212 Occupational Therapy Frameworks, Models, and Structures 2

First Year (Summer Session)
OCTH 5221 Community Wellness 1
OCTH 5243 Evidence-based Clinical Reasoning 3
OCTH 5293 Foundations of Communication and Advocacy 3

First Year (Fall Semester)
OCTH 5132 Complexity Science & Applications to Occupational Therapy 2
OCTH 5361 Level I Fieldwork: Physical Conditions 1
OCTH 5351 Level I Fieldwork Seminar: Physical Conditions 1
OCTH 5372 Anatomy and Occupational Performance Lecture 2
OCTH 5371L Anatomy and Occupational Performance Lab 1
OCTH 5311 Physical Conditions 1
OCTH 5322 Occupational Impacts of Pharmacology I: General Medical 2
OCTH 5384 Occupations, Adaptations, and Innovations: Physical Conditions 4
OCTH 5393 Introduction to Health Systems and Policy 3

Second Year (Spring Semester)
SEVI 5213 Business Foundations for Entrepreneurs 3
OCTH 5461 Level I Fieldwork: Neurology 1
OCTH 5451 Level I Fieldwork Seminar: Neurology 1
OCTH 5443 Research Methods in Occupational Therapy 3
OCTH 5472 Functional Neurology 2
OCTH 5472L Functional Neurology Lab 2
OCTH 5411 Neurological Conditions 1
OCTH 5484 Occupations, Adaptations, and Innovations: Neurological Conditions 4
OCTH 5421 Occupational Impacts of Pharmacology II: Neurology and Mental Health 1

Second Year (May Intersession)
OCTH 5111 Behavioral and Mental Health Conditions 1
OCTH 5581 Upper Extremity Rehabilitation 1
OCTH 5591 1

Second Year (Summer Session)
OCTH 5561 Level I Fieldwork: Behavioral and Mental Health 1
OCTH 5551 Level I Fieldwork Seminar: Behavioral and Mental Health 1
OCTH 5643 Integrative Approaches to Teaching and Learning 3
OCTH 5613 Mind, Body and Environment 3
OCTH 5623 Leadership and Management 3
OCTH 5541 Integrating Creative Arts as a Modality in Practice 1

Second Year (Fall Semester)
OCTH 5566 Fieldwork IIA 6
OCTH 5651 Fieldwork IIA Seminar 1
OCTH 5683 Advanced Occupations, Adaptations and Innovations 3
OCTH 5693 Occupational Perspectives of Public Health 3
OCTH 5632 Conceptualizations of Occupational In/Justice 2

Third Year (Spring Semester)
OCTH 5781 Occupational Therapy Capstone Seminar 1 1
OCTH 5723 Transitions and Life Design 3
OCTH 5793 Innovations in Community Based Practice 3
OCTH 5766 Fieldwork IIB 6
OCTH 5751 Fieldwork IIB Seminar 1

Third Year (May Intersession)
OCTH 678V Occupational Therapy Capstone Independent Study 2

Third Year (Summer Session)
OCTH 6631 Applications of Occupational In/Justice 1
OCTH 6682 Intentional Practitioner 2

Third Year (Fall Semester)
OCTH 6966 Occupational Therapy Capstone 6

Total Hours 115

1. OCTH 5781 may be completed earlier in the program with departmental consent.
2. OCTH 678V can be completed once for 2 credit hours or can be completed twice at different times for 1 credit hour each time with departmental consent. The completion of the total of 2 credit hours is required.

Program Progression

OTD courses are integrated, sequential, and progressive. Therefore, to maximize student success, the following criteria apply:

Grade Requirements:
1. Students must earn a grade of C or better in all courses in each semester before progressing into the next semester. Any grade below a C is considered a failing grade. Earning a failing grade indicates the student has not mastered essential content or other curricular requirements for successful completion of the OTD program.
2. If a D or F is earned, the student may request to repeat the course the next time it is offered, which will be the following year.
3. The student must request a Leave of Absence while they wait for the course to be offered at its regularly scheduled time.
4. A grade of C or better must be earned in the repeated course. Failure to do so will result in dismissal from the OTD Program.
5. The student will be on Academic Probation for the semester following the successful re-take of that course.
   a. It is the student’s responsibility to ensure they are up-to-date on all other content from that semester.
6. Only one leave of absence or probationary period may be granted during the OTD program.

Leave of Absence Request Due to Failing Grade
1. Students should notify their faculty mentor as soon as their grade in any course is near or below a C. This will allow the faculty mentor to assist the student in developing a proactive plan of action.
2. If a student earns below a C in any single course, they should anticipate that they will not progress into the next semester of the program. Once final grades are posted, it is the student’s responsibility to immediately notify their faculty mentor by email to inform the mentor of the failing grade.

3. After consultation with the faculty mentor, if the student wishes to remain in the program, the student must email (through their UARK account) the Progressions Committee Chairperson a letter within 5 business days of final grade posting.

4. In this letter, the student should:
   a. Inform the Chair of their failing grade
   b. Requesting a Leave of Absence from the program
   c. State their desire to repeat the failed course the following academic year
   d. State their understanding that a grade of C or better must be earned and that failure to do so will result in dismissal from the OTD Program
   e. Provide a detailed plan for how they will be academically successful upon their return
   f. Agree to audit all other courses in that returning semester

5. The student may be required to meet with the Progressions Committee to discuss their Leave of Absence request and plan of remediation.

6. If a Leave of Absence Request is not received within 5 business days, the student will be dismissed from the program.

7. The Progression Committee Chair (or designee) will acknowledge receipt of the student’s letter within 3 business days and inform the student of the date when the Progression Committee will review the request.

8. The student will be notified of the Progression Committee’s decision in a letter delivered through UARK email within 3 business days of the Progression Committee’s decision.

Interprofessional Education (IPE) Requirements

The Department of Occupational Therapy believes the best healthcare outcomes are achieved through well-integrated teams of talented, diverse professionals. To prepare OTD graduates to become effective members of interprofessional teams, students are required to participate in and pass seven designated IPE experiences under the framework provided by UAMS at https://ipe.uams.edu/.

GPA Requirement

Departmental progression requirements are based on academic performance during each individual semester in the OTD program. This is separate from the UAF policy that bases progression on cumulative GPA. Please see the UAF Graduate Catalog Policies and Procedures for more information on University progressions and academic standing.

1. The student is responsible to remain aware of the GPA requirements and as such, to know that they can be placed on departmental probation (academic and professional behaviors), be unable to progress in the OTD program, or be dismissed from the program based upon the GPA requirement. See Academic Probation and Dismissal Policy below.

2. The student’s Faculty Mentor is available for consultation and assistance in all progressions issues.

3. Students may be placed on academic probation only once during the OTD program. Students who fall into the academic probation range a second time will be dismissed from the program.

4. Semester GPA standards are: 3.00 or above - Good Standing; 2.85 and 2.99 - Probation; and 2.84 or below - Dismissal.

Academic Probation

Academic Probation indicates that a student is not making the academic progress required for the OTD program and will not continue in the program if they do not improve.

1. Departmental progression requirements are based on academic performance during each individual semester in the OTD program. This is separate from the UAF Graduate School policy that bases progression on cumulative GPA.

2. Probationary status allows the student an opportunity to improve academically and to demonstrate evidence of the capability to proceed toward a degree. Any student with a semester GPA in the probation range listed above will be placed on academic probation for ONE semester.

3. ALL subsequent semester GPAs must meet the “Good Standing” criteria or the student will be discontinued from the program.

4. Students may be placed on academic probation only once during their graduate program. Students who fall into the academic probation range a second time will be dismissed from the program.

5. The Progressions Committee (PC) will notify the student within 5 business days of the posting of the semester’s final grades regarding his or her placement on probation or dismissal from the OTD program. The notification will be via the student’s UARK email account and include specific expectation for future academic performance. It is the student’s responsibility to check this email, even during times when the university may be closed.

6. Students who fall below the good standing GPA of 3.0 but above the 2.84 GPA and who have passed all courses with at least a “C” grade, the semester prior to any Level II Fieldwork or Capstone will be required to participate in up to 3 remediation activities to ensure their readiness for clinical work. These remediations may delay the start of Level II Fieldwork or Capstone. Delays in Level II fieldwork will impact the progression to year 3 coursework. The student will be required to meet with their Faculty Mentor and the Progressions Committee to determine a plan of action.

   Remediation Activity 1: Student suggests specific learning activities which are approved or may be modified by the Faculty Mentor and Progressions Committee in the form of a Learning Contract.*

   Remediation Activity 2: Repeat assignments/activities from one or more courses, based upon instructor and Progressions Committee recommendations.*

   Remediation Activity 3: Complete an evaluation with Student Health and/or the Student Success Center (i.e., academic coaching, career services, etc.) to address specific issues identified by instructors, Faculty Mentor, and/or the Progressions Committee.*

   * Students may be asked to complete a reflection of any or all of the above as deemed appropriate by the Progressions Committee.

Grade Appeals

It is important to remember that instructors have the responsibility for assignment of grades. A formal complaint is a written allegation that a faculty member has violated policies or has failed to administer a program of study required by the Occupational Therapy Department. The process
Occupational Therapy (OCTH)

should not be enacted only because a student is unhappy with the grade they have earned.

1. A grade appeal should only be filed if the student can provide clear evidence and/or a rationale their work has been assessed in an inconsistent manner, called capricious grading.
2. Capricious grading refers to one or more of the following: \[a. The assignment of a grade to a student on any basis other than course performance. b. The assignment of a grade to a student by more exacting or demanding standards than were applied to other equivalent students in that section. c. The assignment of a grade that does not reflect instructor standards announced in class and/or written in the assignment or syllabus. d. No grade policy was announced.]

Because courses in the OTD program are sequential and build upon each other, grade appeals must be initiated within 3 business days of the posting of the grade being appealed (see below).

**Procedures for Grade Appeal**

1. Grade appeals should begin with the student discussing their concerns directly with the grading instructor within 3 business days of the grade being posted. After this conversation, if the student still believes they have been graded in a capricious manner, they should file a written complaint as directed below.
2. Grade appeals must be made in writing via UARK email to the program director within 3 business days of the meeting with the grading instructor. If the instructor is the program director, the appeal should be made to the UAF Dean of the College of Education and Health Professions. The letter should include:
   a. The facts supporting the alleged violation
   b. Any supporting documentation
   c. The complainant's signature
3. Once the written complaint is received, the Program Director coordinates the investigation. This may include assignment of the complaint to the Progressions Committee. Within 7 business days, the investigator of the complaint will provide the following information to the director:
   a. The date of investigation
   b. A statement of the manner in which the complaint was investigated
   c. Summary of the outcome of the investigation
4. Following the investigation, the Director will:
   a. Notify the complainant in writing regarding the outcome of the investigation.
   b. Maintain a record of the complaint and investigation in the OTD office.

*Because of the sequential and integrated nature of the OT curriculum, and the requirement that all courses in each semester must be passed with a “C” or higher, a student who chooses to progress into the next semester courses while appealing a final grade “D” or “F” is taking a serious financial risk. If the grade of “D” or “F” is not overturned and the University date for a full refund has passed, the student may lose all or part of the tuition paid for the current semester.

U of A grade appeal policy for graduate students can be found here on the Objectives and Regulations page of the Graduate Catalog (http://catalog.uark.edu/graduatecatalog/objectivesandregulations/#gradesappealtext).

**Dismissal Based on Ethical and Professional Behavior of the OTD**

**Ethical Violations**

It is the OT Department’s belief that upholding the ethical principles and values of our profession is one of our highest responsibilities. We believe that choosing to engage in unethical behavior as a student is a strong indicator that they will be willing to make that same choice as a professional. We must be gatekeepers of our profession, doing our best to ensure that those who graduate from our program have the highest ethical standards. Therefore, any and all incidents of ethical violations will be addressed immediately and strongly, which may include dismissal from the program.

1. Any incident of ethical misconduct or concern will be documented by the faculty member(s), discussed directly with the student and their mentor, and referred to the Department’s Progressions Committee.
2. The Department’s Progressions Committee evaluates the concerns and determines a course of action, which may range from a zero score on the academic work, a failing grade for the course, Professional Behaviors Probation, up to dismissal from the Program.
3. Unethical conduct during any community activity, fieldwork or capstone placement that jeopardizes, or appears to jeopardize the health, welfare, or safety of clients, healthcare workers, or facilities will be considered significant misconduct and may result in immediate removal from the site, failure of the assignment/fieldwork, and dismissal from the program.

**Professional Behavior Violations**

**Dismissal**

The OTD Program Director/Chair, in consultation with the Progressions Committee and the Graduate School, has the authority and responsibility to dismiss a student from the OTD program for academic, unethical, or unprofessional behavior (see Ethical and Professional Conduct section of this document).

A student notified of dismissal due to academic, unethical, or unprofessional behavior reasons may apply for transfer to another program or school at UAF under the condition that they meet the requirements and are accepted into the program or school where they wish to be transferred.

Conditions under which a student will be dismissed are:

a. Failure to pass a previously failed course with a grade of “C” or higher.
b. A second semester in the OTD program with a GPA below the Good Standing GPA of a 3.0.
c. A pattern of unprofessional behavior, a single, significant breach of professional behavior expectations (especially during fieldwork or capstone), or unsuccessful remediation of professional behavior probation plan.
da. A second incident of ethical violation, a discovered pattern of ethical violations, and/or a single, significant ethical violation breach.
The OTD Progressions Committee will assess the situation and make a recommendation to the OTD Program Director/Chair within 5 business days.

The OTD Program Director/Chair will review all information and notify the student of the outcome, via their uark.edu email, within 5 business days.

The department reserves the right to enact the dismissal process, through due process of the OTD Progressions Committee, for unforeseen actions or behaviors not specifically listed here.

If the student chooses to appeal, the grievance procedures for graduate students can be found on the Objectives and Regulations page of the Catalog of Studies (https://catalog.uark.edu/graduatecatalog/objectivesandregulations/#grievanceproceduresext).

Voluntary Withdrawal

Students who wish to withdraw from the program for personal reasons must notify their faculty mentor and the Program Director of their plans. After at least one year away, if the student wishes to reenter the program, they must reapply for admission to the OTD program and the Graduate School if they intend to reenter the program.

Readmission is not guaranteed after withdrawal. Students may be allowed to resume where they exited or may be required to start the program from the beginning. If allowed to resume, due to the progressively, increasingly rigorous nature of the curriculum and changing nature of healthcare, all program requirements must be completed within 5 years of the student's original semester of enrollment.

More detailed guidelines about the progression policies and other requirements are provided in the Student Handbook on the Occupational Therapy website (https://www.aota.org/Education-Careers/Accreditation.aspx) to the Department of Occupational Therapy of the University of Arkansas/University of Arkansas for Medical Sciences. The association is located at 6116 Executive Blvd., Suite 200, North Bethesda, MD 20852-4929. The accreditation council's telephone number is 301-652-6611 ext. 2042, with email accred@aota.org.

Accreditation: The Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association (https://www.aota.org/) has granted Candidacy Status (https://www.aota.org/Education-Careers/Accreditation.aspx) to the Department of Occupational Therapy of the University of Arkansas/University of Arkansas for Medical Sciences. The association is located at 6116 Executive Blvd., Suite 200, North Bethesda, MD 20852-4929. The accreditation council's telephone number is 301-652-6611 ext. 2042, with email accred@aota.org.

The program of the University of Arkansas and the University of Arkansas for Medical Sciences has applied for accreditation and has been granted Candidacy Status. The program must have a pre-accreditation review, complete an on-site evaluation and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy. After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Note: A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Graduate Faculty

Ball, Maria A., O.T.D. (University of Kansas for Medical Sciences), M.O.T. (University of Oklahoma Health Science Center), Clinical Assistant Professor, 2020.

Eichler, Jeanne, Ed.D. (St. Louis University), M.O.T. (University of St. Augustine for Health Sciences), Assistant Professor, 2018.

Harris, Anna B., O.T.D. (University of Kansas), M.O.T (Rockhurst University), Clinical Assistant Professor, 2019.

Muir, Sherry, Ph.D. (Walden University), M.O.T. (Texas Women's University), Associate Professor, 2017.

Salter, Kandy S.L., O.T.D. (University of Kansas), M.S., B.S. (University of Central Arkansas), Clinical Assistant Professor, 2018.

Trolliett, Amanda, O.T.D. (Washington University Saint Louis), Clinical Assistant Professor, 2021.

Courses

OCTH 5001. Introduction to an Occupational Perspective of Health and Learning. 1 Hour.

Community is integral to being, doing, becoming, and belonging . . . and to learning how to think, feel, and act like an occupational therapist. This course introduces us to ideas and evidence that guide teaching and learning in the OTD curriculum. We will begin to build a preliminary understanding of the profession's basic tenets and explore how integrative and relational theories of learning support the acquisition of our distinctive way of seeing that is how we think about and look at human doing, being, becoming, and belonging in the context of community. In the process of reflecting on our lives as thinkers, learners, and occupational beings, we will begin to recognize what kinds of learning (relational, integrative) are possible and potentially important to fostering our personal growth and our identities as occupational therapists. Prerequisite: Admission to the Occupational Therapy Doctoral Program. (Typically offered: Spring)

OCTH 5103. Theory and Foundations of Occupational Therapy. 3 Hours.

The broad theoretical basis of occupational therapy (OT) will be mapped. OT theory development, the historical foundations, major paradigm shifts, current theoretical trends, and philosophical assumptions that have developed across the profession’s lifespan and continue to shape occupational therapy practice are explored. The emergence of occupation-based models of practice and theories that impact OT’s evolving domain and process will be discussed, with emphasis on the Occupational Therapy Practice Framework: Domain and Process (OTPF). The evolving definitions of occupation and its relationship to health, well-being, and participation will be examined. Prerequisite: Admission to the Occupational Therapy Doctoral Program. (Typically offered: Spring)

OCTH 5111. Behavioral and Mental Health Conditions. 1 Hour.

Students identify etiologies, signs, symptoms, laboratory findings, diagnosis, prognosis, course of the condition, contributing factors, influence on daily life, evidence-based medical treatment, and occupational performance impacts of behavioral and mental health conditions across the lifespan. Prerequisite: OCTH 5411 and OCTH 5472. (Typically offered: Summer)

OCTH 5112L. The Quest for Wellness Lab. 2 Hours.

This highly experiential lab accompanies the Quest for Wellness Lecture course. Students will focus on the lived experience of making personal changes to improve overall wellness, including the act of asking for help and its contexts, working in partnerships and groups, evidence-based goal setting and revision, and developmental considerations of wellness across the lifespan. This course prepares students for the Community Wellness Project in the following semester. Pre- or corequisite: OCTH 5001. Corequisite: OCTH 5121. (Typically offered: Spring)
OCTH 5121. The Quest for Wellness. 1 Hour.
This course introduces students to the physical, cognitive, and emotional components of health and wellness across the life span. Students will then apply these concepts to facilitate personal wellness and professional development. Students will learn and practice multiple strategies for enhancing occupational adaptation and performance. Accompanies The Quest for Wellness Lab. Pre- or corequisite: OCTH 5001. Corequisite: OCTH 5112L. (Typically offered: Spring)

OCTH 5132. Complexity Science & Applications to Occupational Therapy. 2 Hours.
Students will define and apply principles of complex adaptive leadership and complexity science to the dynamics of occupation and occupational participation. They will describe how their personal ways of thinking and ability to create new ideas and perspectives can impact the occupational needs of society. Students will evaluate their personal response to complexity and uncertainty and begin to evaluate complex variables that relate to and impact occupational participation (e.g. policy and leadership). Pre- or corequisite: OCTH 5001. (Typically offered: Spring)

OCTH 5141. Research Fundamentals and Scholarly Practice. 1 Hour.
This one credit course introduces the principles of scientific research, with evidence based practice in occupational therapy research in mind. Students will learn how to narrow down a topic, conduct library searches and navigate the different databases in order to locate relevant and reliable sources. Students will read, analyze and critique scientific research based on the research question asked and the methodology used. Additionally, students will learn about human participants’ protection and ethical concerns in research. A culminating project is to write a small literature review following the APA style. Pre- or corequisite: OCTH 5001. (Typically offered: Spring)

OCTH 5173. The Science of Wellness. 3 Hours.
Students will investigate the physiology of wellness and begin to explore client factors, performance assessment, performance patterns, contexts and environments, and responses to stress as they relate to health and wellness. This course explores the impacts between the things we see (i.e. people’s habits, routines, etc.) and the things we cannot see (i.e. people’s body structures and functions) as they relate to the biological bases for wellness. Students will learn and practice basic principles of mindfulness. They will routinely engage in deceptively simple strategies for increasing in-the-moment awareness of thoughts, emotions, and bodily sensations in deliberate and systematic ways. By establishing regular mindfulness practices, students will enhance mind-body consciousness and achieve greater occupational presence, role satisfaction, and well-being in their daily lives. Corequisite: OCTH 5121 and OCTH 5112L. Pre- or Corequisite: OCTH 5001. (Typically offered: Spring)

OCTH 5203. Professional Issues in Occupational Therapy. 3 Hours.
This course provides a foundation for understanding professional development as students evolve into occupational therapy practitioners. Students are introduced to the roles of professional associations, legislative processes that may impact occupational therapy practice, and requirements for initial and ongoing professional registration, certification, and licensure. Students examine how occupational therapists interface with other stakeholders within a complex healthcare environment to ensure that the occupational needs of individuals and communities are met. Group process, advocacy and ethical decision making as a part of contemporary practice are also introduced. Pre- or corequisite: OCTH 5001. Corequisite: OCTH 5103. (Typically offered: Spring)

OCTH 5212. Occupational Therapy Frameworks, Models, and Structures. 2 Hours.
Students will understand and apply fundamental concepts of occupation-based models and frameworks. Students will build upon foundational knowledge obtained in 5103: Theory and Foundations of OT in order to learn how to apply occupation-based models and frameworks in practice with use of OTPF language. Prerequisite: OCTH 5103. (Typically offered: Summer)

OCTH 5221. Community Wellness. 1 Hour.
This project-based course challenges student groups to construct a realistic, evidence-driven, occupation-centered, community-based wellness proposal. Students will practice working effectively as a team, improving communication skills, maximizing strengths, and seeking assistance where needed while further developing and evaluating professional behaviors. Prerequisite: OCTH 5121 and OCTH 5112L. (Typically offered: Summer)

OCTH 5243. Evidence-based Clinical Reasoning. 3 Hours.
Students will explore the different types of clinical and professional reasoning needed for becoming a critical and self-reflective practitioner. Students will be introduced to evidence-based practice and build upon concepts learned in OCTH 5141. Prerequisite: OCTH 5141. (Typically offered: Summer)

OCTH 5293. Foundations of Communication and Advocacy. 3 Hours.
In this course, we will focus on principles and skills that define how you interact with and advocate on behalf of people, groups, and populations to enable occupational engagement. Students will grow their interpersonal knowledge base, client-centered care capabilities, and interpersonal reasoning skills through real-world applications. They will discover how to put their emerging professional values in action as they identify mechanisms for advocating on behalf of themselves, others, and the profession. Pre- or corequisite: OCTH 5203. (Typically offered: Summer)

OCTH 5311. Physical Conditions. 1 Hour.
This course provides a working knowledge of categories of physical conditions and how they impact occupational performance and participation across the lifespan. Students will learn how to explain clinical conditions and their occupational impacts to patients/clients that is client-centered and appropriate to the health literacy of each client. Prerequisite: OCTH 5173. Corequisite: OCTH 5372 and OCTH 5371L. (Typically offered: Fall)

OCTH 5322. Occupational Impacts of Pharmacology I: General Medical. 2 Hours.
This course provides functional knowledge of general medical pharmaceutical interventions, how major categories of drugs may impact occupational performance, and the implications on participation across the lifespan. Prerequisite: OCTH 5173. Corequisite: OCTH 5371L and OCTH 5311. (Typically offered: Fall)

OCTH 5332. Exploring Occupational Science and Occupational Therapy. 2 Hours.
This course introduces students to the origin and evolution of Occupational Science, the study of humans as occupational beings, and its dynamic relationship to occupational therapy. Students will examine specific occupations and the dynamics of occupation across the lifespan as they explore how occupational scientists have brought their critical perspectives to bear on topics/issues essential to competent OT practice. Students will learn about the occupational perspective as it applies to occupational engagement across the lifespan, context, co-occupations, and occupational justice. Prerequisite: OCTH 5293. (Typically offered: Fall)

OCTH 5351. Level I Fieldwork Seminar: Physical Conditions. 1 Hour.
This fieldwork seminar emphasizes compliance with The Occupational Therapy Code of Ethics (2015), national, state, and local service provision requirements. Students will be expected to demonstrate clinical reasoning skills and professional communication related to the fieldwork experience. Students will reflect on clinical experiences to identify specific skills for improvement to be included in a professional development plan. Corequisite: OCTH 5361. (Typically offered: Fall)
OCTH 5361. Level I Fieldwork: Physical Conditions. 1 Hour.
Students will engage in directed clinical experiences and demonstrate clinical competencies identified by the OTD program and fieldwork site(s). They will develop/ enhance professional behaviors, observation, activity analysis, and occupational analysis skills. Students will adequately perform basic assessment techniques such as an occupational profile, taking vitals, completing range of motion and manual muscle testing as outlined in site specific objectives. Interconnected relationships between personal, social, and environmental factors and participation in occupations for individuals and groups are highlighted. Students will be expected to integrate knowledge, experience, and evidence while developing clinical reasoning skills. Prerequisite: Successful completion of all previous skill based competency exams and departmental consent. Corequisite: OCTH 5351. (Typically offered: Fall)

OCTH 5371L. Anatomy and Occupational Performance Lab. 1 Hour.
Students will make meaningful connections between activities, occupations, body functions, and body structures. They will identify the knowledge community and resources available to enhance self-directed learning and experiences in the lab while developing a strong working knowledge of how participation in activities and occupations relate to biological and physical sciences (including kinesiology). Students will demonstrate and apply clinical knowledge and skills related to anatomical structures and functions required for evaluation of body structures and functions to promote safety and participation in activities and occupations across the lifespan. Prerequisite: OCTH 5173. Corequisite: OCTH 5372. (Typically offered: Fall)

OCTH 5372. Anatomy and Occupational Performance Lecture. 2 Hours.
Students will make meaningful connections between activities, occupations, body functions, and body structures. They will identify the knowledge community and resources available to enhance self-directed learning and experiences in the classroom while developing a strong working knowledge of how participation in activities and occupations relate to biological and physical sciences (including kinesiology). Students will demonstrate and apply clinical knowledge and skills related to anatomical structures and functions required for safety and participation in activities and occupations across the lifespan. Prerequisite: OCTH 5173. Corequisite: OCTH 5372. (Typically offered: Fall)

OCTH 5374. Occupations, Adaptations, and Innovations: Physical Conditions. 4 Hours.
This course focuses on basic OT skills, occupation-centered adaptations, and interventions for physical conditions for individuals across the lifespan. The OT process will be explored and applied to address physical conditions across the lifespan. Prerequisite: OCTH 5173. Corequisite: OCTH 5372 and OCTH 5371L. (Typically offered: Fall)

OCTH 5393. Introduction to Health Systems and Policy. 3 Hours.
This course explores how policy and service delivery systems impact individual and population health and well-being. Factors influencing the scope and practice of occupational therapy, such as legislation, regulation, and reimbursement schemes/ criteria are explored. The influence of health care trends on service delivery are examined. Prerequisite: OCTH 5132. (Typically offered: Fall)

OCTH 5411. Neurological Conditions. 1 Hour.
Students identify etiologies, signs, symptoms, laboratory findings, diagnosis, prognosis, course of the condition, contributing factors, the influence on daily life, evidence-based medical treatment, and typical occupational performance impacts of neurologic conditions across the lifespan. Prerequisite: OCTH 5311. (Typically offered: Spring)

OCTH 5421. Occupational Impacts of Pharmacology II: Neurology and Mental Health. 1 Hour.
This course focuses on pharmacological interventions to common neurological diseases and conditions that impact occupational functioning across the lifespan. Students will learn about frequently prescribed medications, their indications and side effects. Prerequisite: OCTH 5322. Corequisite: OCTH 5472, OCTH 5472L and OCTH 5411. (Typically offered: Spring)

OCTH 5443. Research Methods in Occupational Therapy. 3 Hours.
This course provides students with the opportunity to apply techniques, methods, and tools used for research in occupational science and occupational therapy. Students will deepen their understanding of the research process and scientific method, specific study designs, methods for data collection, and analysis. Prerequisite: OCTH 5243. (Typically offered: Spring)

OCTH 5451. Level I Fieldwork Seminar: Neurology. 1 Hour.
This fieldwork seminar emphasizes intermediate observation, clinical reasoning skills and professional documentation through class discussion of observations made during the Level 1 Fieldwork: Neurology experience. This course incorporates a new emphasis on interdisciplinary roles, community, cultural, and policy factors that influence engagement in occupation. Prerequisite: Successful completion of all previous skill-based competency exams and department consent. Corequisite: OCTH 5461. (Typically offered: Spring)

OCTH 5472. Functional Neurology. 2 Hours.
This course will focus on the neurological basis for occupational performance. Students will examine physical and cognitive processes related to the brain and neural pathways. Targeted assessments for specific neurological functions and conditions will be examined. This course will accompany OCTH 5472L Functional Neurology Lab. Prerequisite: OCTH 5372. Corequisite: OCTH 5472L. (Typically offered: Spring)

OCTH 5472L. Functional Neurology Lab. 2 Hours.
This course will focus on the assessment tools used as the neurological basis for functional activity and occupational performance. Students will learn how to evaluate standardized and non-standardized assessments for overall quality, determine the most appropriate assessments for specific functions, administer, and interpret data collected in a neurological evaluation. Prerequisite: OCTH 5372. Corequisite: OCTH 5472. (Typically offered: Spring)

OCTH 5484. Occupations, Adaptations, and Innovations: Neurological Conditions. 4 Hours.
This course focuses on occupation centered adaptations and interventions for neurologic conditions. Adaptive solutions to occupational performance issues are explored and applied to authentic environments. Problem based learning incorporating previously covered material will be utilized to facilitate innovation and client-centered solutions. Prerequisite: OCTH 5384. Corequisite: OCTH 5472, OCTH 5472L, and OCTH 5411. (Typically offered: Spring)

OCTH 5541. Integrating Creative Arts as a Modality in Practice. 1 Hour.
This course explores traditional and non-traditional applications of creative arts in practice. Students will be encouraged to employ therapeutic use of self to identify how they might use their interests, traditions and talents in their own practices. Etiquette regarding terminology that references established creative arts therapy fields; an overview of the degree and skill requirements for those fields will be discussed. Students will access and discuss literature in peer reviewed creative arts journals to identify similarities and differences in scope of practice, gain new ideas, and identify potential collaborative partners in practice and research. Prerequisite: OCTH 5332 and OCTH 5443. (Typically offered: Summer)
OCTH 5551. Level I Fieldwork Seminar: Behavioral and Mental Health. 1 Hour. 
This fieldwork seminar emphasizes application of clinical reasoning skills and professional 
documentation (specifically of basic behavioral and mental health conditions) using classroom analysis of observations made during the Level I 
Fieldwork experience, with an emphasis on professional behaviors, communication, 
ethics, interdisciplinary roles, models of practice, and factors that influence 
engagement in occupation. Prerequisite: Successful completion of all previous 
skill based competency exams and department consent. Corequisite: OCTH 5561. 
(Typically offered: Summer)

OCTH 5556. Level I Fieldwork: Behavioral and Mental Health. 1 Hour. 
Students participate in directed observation and competency-based participation at 
clinical fieldwork sites to apply knowledge related to assessment and intervention of 
behavioral and mental health conditions. Students will observe a practitioner and 
dialogue with them about their process. Special attention given to the influence of 
social, environmental, and psychological factors have on an individual's or group's 
participation in occupations. Students will be expected to integrate knowledge, 
experience, and evidence while applying learning to a variety of consumers. 
Prerequisite: Successful completion of all previous skill based competency exams and 
department consent. Corequisite: OCTH 5551. (Typically offered: Summer)

OCTH 5581. Upper Extremity Rehabilitation. 1 Hour. 
This course focuses on the evaluation and interventions of upper extremity 
dysfunction from an occupational perspective. Students will learn about nerve 
and muscular/orthopedic issues of the upper extremity with an emphasis on the 
wrist and hand. Interventions to promote occupational performance are discussed. 
Prerequisite: OCTH 5372 and OCTH 5472. Corequisite: OCTH 5591. (Typically offered: Summer)

OCTH 5591L. Occupations, Adaptations, and Innovations Upper Extremity Rehabilitation Laboratory. 1 Hour. 
This course focuses on the evaluation and treatment of upper extremity dysfunction, 
with emphasis on the wrist and hand, from an occupational perspective. Students will 
administer and interpret common upper extremity evaluations, develop 
occupation centered interventions, and fabricate orthotics to promote occupational 
performance. This lab course accompanies OCTH 5581 Upper Extremity Rehabilitation Lecture. Prerequisite: OCTH 5384 and OCTH 5483. Corequisite: 
OCTH 5581. (Typically offered: Summer)

OCTH 5613. Mind, Body and Environment. 3 Hours. 
This course will introduce occupation-based interventions to address the 
psychosocial and behavioral health conditions that impact occupational 
performance, focusing on the impact that environmental, developmental and 
personal contexts have on mental health with regard to participation and recovery. 
Students incorporate knowledge about human development and function across 
diagnosis and ages to develop individual, group, and population-based interventions. 
Prerequisite: OCTH 5111. (Typically offered: Summer)

OCTH 5623. Leadership and Management. 3 Hours. 
This course will explore leadership theories and management approaches. Students will 
apply principles of leadership and management to strategic plan development, 
continuous quality improvement, program evaluation, and ethical service delivery. 
Prerequisite: OCTH 5132 and OCTH 5393. (Typically offered: Summer)

OCTH 5632. Conceptualizations of Occupational In/Justice. 2 Hours. 
This course will examine the conceptual development of occupational in/justice and 
explore the various forms of occupational injustices encountered in everyday OT 
practice. Students will analyze and critique occupational in/justice-related concepts 
and themes and apply their emerging occupational justice perspective of health 
to critically address injustices encountered in clinical experiences and everyday 
practice. Prerequisite: OCTH 5332. (Typically offered: Fall)

OCTH 5643. Integrative Approaches to Teaching and Learning. 3 Hours. 
The learning process and role of teacher/facilitator are explored. Evidence based 
learning theories and their applications across occupational therapy domains are 
examined. Students will apply instructional design principles to educate stakeholders 
and promote the profession of occupational therapy. Prerequisite: OCTH 5443. 
(Typically offered: Summer)

OCTH 5651. Fieldwork IIA Seminar. 1 Hour. 
This course includes discussion and reflection focused on fieldwork experiences, 
including a critical examination of service provision and populations served. 
Students will document achievement and self-evaluation throughout the fieldwork 
experience. Prerequisite: Successful completion of all previous coursework, skill 
based competencies, and department consent. Corequisite: OCTH 5666. (Typically offered: Fall and Summer)

OCTH 5666. Fieldwork IIA. 6 Hours. 
Students participate in supervised clinical placements to demonstrate competencies 
required for entry-level general occupational therapy practice. Students are expected 
to employ professional behaviors and clinical reasoning consistent with general entry-level practice. Students will complete occupational therapy 
evaluations, interventions, and discharge planning that is considerate of consumer 
and community resources, institutional policies, reimbursement systems, and roles of 
interdisciplinary team members throughout the process. Critical examination of 
service provision and populations served will be expected. Prerequisite: Successful 
completion of all previous coursework, skill based competencies, and department 
consent. Corequisite: OCTH 5651. (Typically offered: Fall, Spring and Summer)

OCTH 5683. Advanced Occupations, Adaptations and Innovations. 3 Hours. 
Students will explore a variety of mid-to-high tech adaptations designed to facilitate 
occupational participation. Collaboration with other disciplines to develop innovative 
adaptive solutions is discussed. The decision-making process used in making 
recommendations for high tech adaptation is analyzed. Individual and contextual 
variables that impact access to and use of mid-to-high tech adaptations are 
considered. Students will develop innovative, client centered solutions to improve 
occupational performance and quality of life. Students will explore potential 
partnerships with organizations that provide resources and advocacy to enhance 
occupational performance through technology. Prerequisite: OCTH 5384 and OCTH 5483. (Typically offered: Fall)

OCTH 5693. Occupational Perspectives of Public Health. 3 Hours. 
This course will apply an occupational perspective to public health initiatives at 
local, state, federal, and global levels. Public health laws and ethics will be analyzed 
along with strategies used to design and evaluate community based public health 
programs in conjunction with service learning. Prerequisite: OCTH 5393 and 
OCTH 5623. (Typically offered: Fall)

OCTH 5723. Transitions and Life Design. 3 Hours. 
This course focuses on the impact transitions have on habits, routines, role/ 
identities, and meaning-making. Students will explore un/planned life transitions 
and their implications for health and wellness across the lifespan. Students examine 
theories/processes of transition from multiple disciplinary perspectives, transition 
planning strategies, and the potential role of occupational therapists as transition 
specialists. Prerequisite: OCTH 5666 and OCTH 5651. (Typically offered: Spring)

OCTH 5751. Fieldwork IIB Seminar. 1 Hour. 
This course includes discussion and reflection focused on fieldwork experiences, 
including a critical examination of service provision and populations served. 
Students will document achievement and self-evaluation throughout the Fieldwork 
experience. Prerequisite: Successful completion of all previous coursework, skill 
based competencies, and department consent. Corequisite: OCTH 5766. (Typically offered: Spring)
OCTH 5766. Fieldwork IIB. 6 Hours.
Students participate in supervised clinical placements to demonstrate competencies required for entry-level general occupational therapy practice. Students are expected to employ professional behaviors and clinical reasoning consistent with general entry-level practice. Students will complete occupational therapy evaluations, interventions, and discharge planning that is considerate of consumer and community resources, institutional policies, reimbursement systems, and roles of interdisciplinary team members throughout the process. Critical examination of service provision and populations served will be expected. Prerequisite: Successful completion of all previous coursework, skill based competencies, and department consent. Corequisite: OCTH 5751. (Typically offered: Spring)

OCTH 5781. Occupational Therapy Capstone Seminar. 1 Hour.
This seminar provides students with an in-depth understanding of expectations, timelines and responsibilities as they prepare for OCTH 6966 Occupational Capstone. Students are expected to identify and initiate work with a Capstone mentor and outline a proposal for the Capstone experience and project. (Typically offered: Fall, Spring and Summer)

OCTH 5793. Innovations in Community Based Practice. 3 Hours.
This course prepares the innovative future occupational therapist to envision possibilities for clinical work outside of traditional education or medical service delivery models. Students will apply an occupational justice perspective of health as they create a novel initiative that supports occupational participation. Prerequisite: OCTH 5683 and OCTH 5632. (Typically offered: Spring)

OCTH 6631. Applications of Occupational In/Justice. 1 Hour.
Students will deepen and sharpen their critical occupational perspective of health and well-being by applying occupational in/justice-related concepts to address and confront occupational injustices. Prerequisite: OCTH 5632. (Typically offered: Summer)

OCTH 678V. Occupational Therapy Capstone Independent Study. 1-2 Hour.
Students will complete a formal needs assessment and literature review in preparation for the Capstone project and experience. Students will collaborate with established Capstone mentors throughout this process. Prerequisite: Departmental consent. (Typically offered: Fall, Spring and Summer) May be repeated for up to 8 hours of degree credit.

OCTH 6882. Intentional Practitioner. 2 Hours.
This course will facilitate student synthesis learning throughout the OTD program in preparation to transition from student to professional. Students will engage in complex problem-solving tasks and reflections intended to foster mindful habits, routines and rituals to guide personal, professional, and ethical decision making. Prerequisite: OCTH 5766 and OCTH 5751. (Typically offered: Summer)

OCTH 6966. Occupational Therapy Capstone. 6 Hours.
The Occupational Therapy Capstone experience and project provides students with an in-depth exposure to clinical practice, research, administration, leadership, policy, and/or program development. Students are expected to collaborate with a mentor to design learning and performance objectives prior to initiating onsite experiences. The experience concludes with a culminating project reflecting the student's integration of occupation centered knowledge and skills and ability to engage in critical and self-reflective inquiry. Prerequisite: Successful completion of all previous coursework, skill based competency exams, and department consent. (Typically offered: Fall)