

DOCTOR OF OCCUPATIONAL THERAPY DEGREE AND CURRICULA

Professional Component

Entry-level Doctor of Occupational Therapy Pathway

The entry-level professional doctorate curriculum in occupational therapy emphasizes the development of critical thinking skills, an understanding of research literature, and professional competence. The degree Doctor of Occupational Therapy (OTD) is granted to students who successfully complete a program consisting of the prerequisite course work and a baccalaureate degree followed by eight semesters of professional education. Starting in the fall of 2020, students can enroll in the program without a baccalaureate degree.

In addition to didactic course work, students in the entry-level professional OTD pathway must register for Level I Fieldwork for four didactic semesters of the curriculum beginning in the second semester. Level I Fieldwork is provided in a variety of settings covering the lifespan, including hospitals, clinics, school systems and community centers. The schedule of didactic classes is organized in such a way to assist students in accomplishing this course requirement. All fieldwork assignments are made by the Occupational Therapy Academic Fieldwork Coordinators.

Two of the eight professional semesters required for the awarding of the entry-level OTD degree are three-month Level II Fieldwork placements at supervised, approved facilities. Eligibility for Level II Fieldwork experiences is determined by the student's mastery of the professional curriculum. In addition, a 16-week Professional Rotation experience is required during the eighth (last) semester of the curriculum. A GPA of 2.00 or higher is required for Level II Fieldwork placement.

It is the student's responsibility to finance transportation and living accommodations for all fieldwork and Professional Rotation courses. Students should plan to travel to sites outside of the local area for both Level I and Level II Fieldwork, as well as for Professional Rotation.

Entry-level Hybrid Distance Pathway

In 2007, we began our University of Alaska Anchorage (UAA)-Creighton University Distance Pathway. This entry-level program initiative includes asynchronous and synchronous teaching and learning in a unique distance hybrid model. Students complete lab and experiential learning activities at the UAA campus.

In 2015, we began a collaboration with Regis University in Denver, CO. This pathway follows the successful hybrid model used to make the Alaska Pathway so successful, and is available to students who wish to continue their Occupational Therapy education in Denver, Colorado.

In 2021, the third hybrid pathway program will begin on the Phoenix Health Sciences Campus in Phoenix, Arizona.

For all hybrid distance pathways, students must meet the admission requirements and criteria identical to the on-campus applicants, plus submit an additional statement articulating their interest in, and suitability for distance education.

Post-Professional Doctor of Occupational Therapy Pathway

The School initiated a Post-Professional Doctor of Occupational Therapy (OTD) pathway in the fall of 1995. This pathway was one of the first professional OT doctoral programs of its kind in the country and is designed to strengthen occupational therapists' professional, practice management, teaching, and administrative skills. With the expertise and credentials gained by completing this program, graduates are more able to compete for positions in a diverse range of practice environments and will be poised to lead the profession into the 21st century. In 2001, the school instituted the post-professional OTD program in a distance format to make the program readily accessible to occupational therapy practitioners who wish to pursue doctoral education while working. Students are able to access didactic coursework supportive of occupational therapy practice through various technologies.

The post professional curriculum provides well-developed learning opportunities related to the practice of occupational therapy. In addition, the curriculum offers education in instructional and research methods in an effort to prepare students for academic as well as practice-oriented careers. Didactic coursework addresses advanced theory, knowledge, and skills in critical analysis, personnel supervision, examination of health care policy, legal and ethical parameters of practice, and quality review methodologies. Various methodologies enhance the practice relevance of the coursework.

All students enrolled in the Post-Professional Doctor of Occupational Therapy pathway must maintain continuous enrollment from matriculation until completion of all degree requirements. Continuous enrollment is defined as registering for a minimum of one course in every semester per academic year (Fall, Spring, Summer) until the degree is attained or status as a degree-seeking student is terminated. Students who find that they will not be enrolled in at least one course for any semester during the academic year must complete a Temporary Withdrawal Form to request withdrawal from the university for that semester. An exception may be granted for military students who are being deployed, provided they have communicated this information to the Assistant/Associate Dean in the Office of Academic and Student Affairs.

The curricula of the entry-level and post-professional doctorate in Occupational Therapy (OTD) responds to important trends in occupational therapy practice, health care, and society in general. Creighton University's professional Doctor of Occupational Therapy pathways prepare graduates to fulfill all traditional duties of occupational therapists while helping them become transformative leaders in the profession. The program is based on models of other professional doctorate degrees in health sciences such as medicine, dentistry, pharmacy and physical therapy. The professional doctorate in Occupational Therapy at Creighton University is the first such program initiated in the United States.

For successful development as occupational therapists, membership in the American Occupational Therapy Association (AOTA) is required of all entry-level and post-professional students. Membership in the Nebraska Occupational Therapy Association (NOTA), the Alaska Occupational Therapy Association (AKOTA), the Occupational Therapy Association of Colorado (OTACCO), or the Arizona Occupational Therapy Association (ArizOTA) is strongly recommended.

Special fees are required for purchase of professional resource and laboratory materials, fieldwork expenses, NOTA or AKOTA and AOTA membership, and professional liability insurance.

Entry-Level (Campus, hybrid AK, hybrid CO, hybrid phoenix) Program

Course	Title	Credits
First Professional Year		
Fall		
IPE 500	Introduction to Collaborative Care	0
OTD 302	Occupations and Occupational Therapy	3
OTD 306	Health Conditions	3
OTD 310	Introduction to Clinical Education Seminar	0.5
OTD 314	Occupation and Health: Population Perspectives	3
OTD 316	Professional Practice and Ethical Formation Seminar	4
OTD 341	Neuroanatomy	3
Term Credits		16.5
Spring		
OTD 317	Occupational Therapy in Mental Health	4
OTD 318	Level IA Fieldwork: Mental Health	0.5
OTD 324	Applied Kinesiology	3
OTD 334	Foundations of Research	3
OTD 342	Clinical Human Anatomy	4.5
OTD 355	Physical Rehabilitation I: Evaluation	3
Term Credits		18
Summer		
OTD 333	Upper Extremity Evaluation and Intervention I	3
OTD 356	Physical Rehabilitation II: Neurorehabilitation	4
OTD 390	Level IB Fieldwork: Physical Rehabilitation	1
Term Credits		8
Second Professional Year		
Fall		
OTD 406	Management and Program Development	4
OTD 423	Occupational Therapy with Older Adults	3
OTD 433	Upper Extremity Evaluation and Intervention II	3
OTD 434	Research Proposal	3
OTD 435	Occupational Therapy with Children and Youth I	3

OTD 460	Clinical Education Seminar I	1.5
OTD 490	Level IC Fieldwork: Pediatric or Selected Practice Setting	1
Term Credits		18.5
Spring		
OTD 403	Neuro-occupation	2
OTD 417	Disability and Health Care Policy	3
OTD 436	Occupational Therapy with Children and Youth II	4
OTD 442	Critical Analysis of Occupational Therapy Practice	3
OTD 457	Physical Rehabilitation III: Interventions and Outcomes	4
OTD 461	Clinical Education Seminar II	1.5
OTD 491	Level ID Fieldwork: Pediatric or Selected Practice Setting	1
Term Credits		18.5
Summer		
OTD 481	Level II A Fieldwork	12
Term Credits		12
Third Professional Year		
Fall		
OTD 564	Professional Identity and Ethical Perspectives	3
OTD 571	Level II B Fieldwork	12
Term Credits		15
Spring		
OTD 602	Professional Competency	0.5
OTD 603	Doctoral Capstone	16
Term Credits		16.5
Total Credits		123

Level I, II and Entry-Level Professional Rotation are practical experiences which supplement the occupational therapy didactic courses. Students will need to arrange for travel and housing to sites which may be located in Omaha, the surrounding area, or other states or countries.

Post-Professional Distance Program

Code	Title	Credits
Core Courses		
POTD 550	Occupation, Community, and Health: Population Perspectives	3
POTD 551	Leadership and Advocacy	3
POTD 562	Advanced Clinical Ethics	3
POTD 565	Instructional Methods and Evaluation	3

POTD 601	Capstone	1
POTD 650	Lit Review and Analysis	3
POTD 651	Research Proposal	3
POTD 700	Doctoral Capstone Planning	3
Experiential Courses		
POTD 701	Doctoral Capstone I: Research Implementation	3
POTD 702	Doctoral Capstone II: Manuscript Writing	3
POTD 703	Doctoral Capstone III: Experiential Learning & Project	3-9
Electives *		
Students entering the program with a Master's degree take 6 credits of electives; students entering with a Bachelor's degree take 18 credits of electives		
POTD 420	Exploring Spirituality in Occupational Therapy Practice	3
POTD 516	Health Program Management	3
POTD 530	Grant Writing and Occupational Therapy Practice: Making the Connection	3
POTD 531	The American Professoriate: A Faculty Perspective	3
POTD 552	Neuro-Occupation and Technology	3
POTD 557	Program Development and Entrepreneurship	3
POTD 586	Institute for Latin American Concerns Immersion	3
POTD 599	Directed Independent Studies	1-6
IPE 512	Cultural Immersion and Experiential Learning in China	3

Specialty Tracks for Occupational Therapy Program

- Research Specialty Track (<http://catalog.creighton.edu/pharmacy-health-professions/occupational-therapy-program/doctor-occupational-therapy-curricula/specialty-track-research/>)

In order to satisfy the requirements for graduation, the entry-level Doctor of Occupational Therapy and the post-professional Doctor of Occupational Therapy students must successfully complete all requirements for admission, all required courses in their professional curriculum, and must participate in a capstone event at the end of the academic program. A cumulative grade-point average of not less than 2.00 is required for graduation based on all work attempted while enrolled in the professional program. Candidates for the entry-level OTD and post-professional OTD degrees must be determined by the faculty to be of good moral character and fit for the practice of the profession, must have paid all indebtedness to the University, and must be present at the ceremonies where the degree is conferred (unless excused under University rules). To participate in Commencement, a candidate must submit an application for degree available online through the Registrar's Office by the University deadline. In an effort to comply with accreditation and ongoing programmatic quality assurance, completion of all course evaluations and graduate exit survey is required in order for the student to be assigned a course grade and/or graduate.

Courses

OTD 102. Exploring Occupational Therapy as a Career. 3 credits.

This course is designed for individuals who are considering a career in occupational therapy. The course addresses a broad overview of the professional of occupational therapy and provides experiences to discern if occupational therapy is one's calling. P. One semester of college experience.

OTD 215. Medical Terminology. 1 credit. (Same as PMC 215)

Medical Terminology is a critical part of language and communication used by health care practitioners. This self-directed course is designed for students planning a career in the health services and related fields. Course content includes a study of basic medical terminology. Students will construct and decipher terms using prefixes, suffixes, word roots, combining forms, special endings, plural forms, and abbreviations related to body systems, cavities, planes, and positions. Competency is evaluated throughout the semester through online testing.

OTD 302. Occupations and Occupational Therapy. 3 credits.

This course will introduce students to occupation as a fundamental concept of the profession of occupational therapy. Students will gain an understanding of the history and philosophical base of the profession, the domain of practice, and practice trends. Official documents of the American Occupational Therapy Association, World Health Organization, and other relevant organizations will be explored. Students will be introduced to practice models of occupation and disability theory. P. Admission to the EOTD program or IC. CO: All other required courses in this semester.

OTD 306. Health Conditions. 0-3 credits.

This course is an overview of health conditions that are pertinent to the practice of occupational therapy across the lifespan. Students will analyze etiology, signs, symptoms, pathophysiology, psychopathology, and the impact of pharmacological interventions on select health conditions and occupational performance. P. Admission to the EOTD program or IC; CO: All other required courses in this semester.

OTD 310. Introduction to Clinical Education Seminar. 0.5 credits. FA

This course introduces the policies, procedures and processes that occur in the clinical education portion of the curriculum. Within this course, student's will become familiar with the Level I and Level II Fieldwork Manual and will apply this foundational knowledge to the remainder of their clinical education experiences throughout the program. P. Admission to OTD program or IC.

OTD 314. Occupation and Health: Population Perspectives. 3 credits.

This course 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 the health needs of individuals and communities. P. Admission to the EOTD program or IC. CO: All other required courses in this semester.

OTD 316. Professional Practice and Ethical Formation Seminar. 4 credits.

This course will promote professional formation through the integration of foundational concepts and skills necessary for competent and ethical practice. Students will develop basic skills in clinical and ethical reasoning, assessment and intervention, client interaction and education. P. Admission to the EOTD program or IC. CO: All other required courses in this semester.

OTD 317. Occupational Therapy in Mental Health. 4 credits.

This course examines occupational therapy in mental health practice, as well as the influence of psychosocial factors on occupational performance. Theory-driven practice is valued with the introduction of selected psychosocial frames of reference and/or conceptual models of mental health practice to guide the evaluation process, the selection of assessment tools, and the design of therapeutic interventions. Use of self as a therapeutic agent and group process skills will be emphasized. Graded Satisfactory/Unsatisfactory. P. Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 318. Level IA Fieldwork: Mental Health. 0.5 credits.

In accordance with occupational therapy accreditation standards, this course will introduce students to the fieldwork experience, 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 examine how psychological and social factors influence occupational performance in actual situations. Students will engage in directed observation and participation in selected aspects of the occupational therapy process. This course orients students to policies, procedures, and required documentation related to clinical education. Graded Satisfactory/Unsatisfactory. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 324. Applied Kinesiology. 0-3 credits.

This course presents foundational biomechanical and kinesiological principles necessary for the assessment of movement in relation to occupational performance. Students will apply knowledge and skills in musculoskeletal screening and assessment for people with various health conditions. Students will demonstrate the ability to interpret manual muscle testing and range of motion assessment results in order to develop intervention plans using therapeutic exercise. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 330. Spanish for Health Professionals. 2 credits. (Elective)

This course offers a concise introduction to Spanish grammar, vocabulary and culture for students whose personal or professional goals include a working knowledge of Spanish. In addition to emphasizing basic communication, this course will give special attention to the vocabulary needs of those individuals involved in the health professions.

OTD 333. Upper Extremity Evaluation and Intervention I. 0-3 credits.

This is the first in a two-course sequence that focuses on the occupational therapy process for persons with upper extremity conditions across the lifespan. Students will gain knowledge and skills in assessment and intervention, including orthotic selection and fabrication in various practice settings. Occupational engagement and continuum of care are emphasized in the course. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 334. Foundations of Research. 3 credits.

This is the first of two required research classes in the entry-level Doctor of Occupational Therapy program. This course will build students' technical skills related to reading, understanding, and critically analyzing the results of published research studies. It will address quantitative and qualitative designs, measurement and instrumentation, sampling, and basic principles of quantitative and qualitative analyses. The course will emphasize the importance of these concepts for evidenced-based practice in occupational therapy. P: Successful completion of all required professional coursework preceding the offering of this course.

OTD 339. Clinical Anatomy. 3 credits.

This course provides an overview of clinical human gross anatomy and integrates knowledge of neuroanatomy and health conditions. Understanding the anatomy of the human body aids the occupational therapist in thorough assessment and design of effective interventions, and provides knowledge of how anatomy influences occupational performance. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 340. Clinical Anatomy Laboratory. 1.5 credit.

Knowledge of human anatomy allows the occupational therapist to better assess and design effective treatment interventions, and provides the basis for appreciating how anatomy is related to and influences occupational performance. This course is designed to supplement the clinical anatomy learning experience by allowing students the opportunity to participate in dissection of human cadavers. Students will complete dissections of the upper and lower limbs and study dissections of the head and neck, thorax, abdomen, and pelvis. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 341. Neuroanatomy. 3 credits.

In this course, students will identify and describe the major structural and functional features of the nervous system, with a focus on the brain and the spinal cord. Students will gain an in-depth understanding of brain functioning and its dynamic relationship with occupation. P: Admission to the EOTD program or IC: All other required courses in this semester.

OTD 342. Clinical Human Anatomy. 4.5 credits.

This course provides an overview of clinical human gross anatomy and integrates knowledge of neuroanatomy and health conditions. Understanding the anatomy of the human body aids the occupational therapist in thorough assessment and design of effective interventions and provides knowledge of how anatomy influences occupational performance. A lab section of this course supplements the anatomy learning experience by allowing students the opportunity to apply concepts on human cadavers. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 355. Physical Rehabilitation I: Evaluation. 0-3 credits.

This course is the first in a three-course sequence focusing on physical rehabilitation. Clinical reasoning and theory-driven practice are valued with the introduction of selected physical rehabilitation frames of reference and/or conceptual models of occupational therapy practice to guide the evaluation process, the selection of assessment tools, and the design of therapeutic goals. Students will demonstrate competence with documentation and billing requirements. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 356. Physical Rehabilitation II: Neurorehabilitation. 0-4 credits.

This course is the second in a three-course sequence focusing on physical rehabilitation. It incorporates the occupational therapy process and centers on the theoretical foundations of and intervention for clients with neurologic conditions. Students will interpret evaluation results to design client-centered and evidence-based intervention plans that promotes occupational engagement. Assistive technologies commonly used on physical rehabilitation practice settings will be explored. This course will allow students to build upon knowledge of documentation and reimbursement from previous coursework. P: Successful completion of all required professional coursework preceding the offering of this course; CO: All other courses in this semester.

OTD 386. Institute for Latin American Concerns Immersion. 3 credits.

Occupational therapy students will participate in a 2-week cross-cultural experience in the Dominican Republic focusing on the aspects of occupational therapy treatment in an international setting. A major focus of the experience will be exploration of the role of occupational therapy in an underserved global health setting utilizing the tenets of the International Classification of Functioning, Disability and Health (ICF). Students will engage in cultural exploration of the Dominican culture utilizing the Canadian Occupational Performance Measure and provide health-related education to multiple community partners. Implementation of treatment, patient education, reflection and discussion are the main methods used to promote student learning during the experience.

OTD 390. Level IB Fieldwork: Physical Rehabilitation. 1 credit.

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 a pediatric practice area or other practice area of interest through directed observation and participation in selected aspects of the occupational therapy process. P. Successful completion of all required professional coursework preceding the offering of this course.

OTD 399. Directed Independent Studies. 1-6 credits. (Elective)

This course is an opportunity for motivated occupational therapy students to become involved in a course of study under the direction and guidance of a faculty in order to: (a) pursue, in depth, an area covered more generally in the curriculum; (b) explore a topic not normally covered in the curriculum; (c) provide occupational therapy services to diverse and underserved populations, or (d) assist with or conduct original problem-oriented or technique-based research in an occupational therapy area of interest. This study may be in any occupational therapy-related area of practice. In all cases, it is the student's responsibility to fully identify the topic and to acquire enough information to ensure its worthiness for independent study. A maximum of three semester hours may be taken in OTD 399.

OTD 403. Neuro-occupation. 2 credits. SP

This course is an overview of the reciprocal relationship between the brain and occupation. Students will apply, analyze, and evaluate evidence and theories of foundational concepts including neuroscience, neuroplasticity, occupational behavior, and systems and chaos theories, among others. Students will develop intervention plans that support the mutual importance of occupation and neuroscience.

OTD 406. Management and Program Development. 4 credits.

This course will focus on the development and management of occupational therapy services for persons, groups and/or populations. Essential management and leadership skills will be explored and developed to prepare students to lead across all practice settings and environments. Students will explore the health care system and apply leadership strategies to promote, develop, and expand services related to occupational therapy. Financial management, strategic planning, program evaluation and improvement, and locating and securing grants will be applied to the process of business and program development. Students will explore health care regulations and compliance issues.

OTD 417. Disability and Health Care Policy. 3 credits.

This course involves the study of disability and health care policies and their effects on occupational therapy practice. Students will critically examine government and regulatory systems; professional societies; 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 and the just treatment of people with disabilities. P. Successful completion of all required coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 420. Exploring Spirituality in OT Practice. 1 credit. (Elective)

This course will explore concepts of spirituality in the OT literature and by writers from medicine, theology, and psychology. Students will actively explore their own spiritual development. They will then study how spirituality is experienced by individuals with acute or chronic illness and disability. Lastly students will apply their knowledge to occupational therapy interventions. In brief, this course will consider spirituality to be about a person's relationship with his/her inner self, with other people, and with the transcendent. A distinction will be made between spirituality and religion. P. Successful completion of year one.

OTD 421. Occupational Therapy Practice in Maternal Health and the Neonatal Intensive Care Unit. 1 credit. FA

This course will focus on occupational therapy practice in maternal health care, transition to parenting, and the neonatal intensive care unit (NICU). Concepts related to occupational therapy's role with both mother and baby in the prenatal and postnatal period will be addressed in this course, including promotion of healthy pregnancy, postnatal recovery, and transition to caring for a newborn. The impact of complications during this period such as bedrest, postpartum depression, premature delivery and infant loss will be discussed. Students will develop a deeper understanding of neonatal development, conditions affecting the premature infant, and the NICU environment. Occupational therapy interventions for the premature infant such as sensorimotor, feeding, positioning, and developmental care will be addressed, as well as strategies to support the family throughout the NICU stay. P. OTD 317, OTD 403, OTD 435 and OTD 436.

OTD 423. Occupational Therapy with Older Adults. 3 credits.

This course focuses on the unique characteristics and needs of older adults. Contemporary practice issues related to productive aging, including interprofessional practice, will be emphasized. Students will examine various service delivery models and resources to support older adults and their caregivers. Evaluation and intervention to promote safety and occupational engagement in the home and community will be applied. Theories of aging, changes in body structures and functions associated with aging, and end-of-life issues will also be addressed. Students will examine current policies affecting geriatric practice and payment. P. Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 433. Upper Extremity Evaluation and Intervention II. 3 credits.

This is the second in a two-course sequence that focuses on the occupational therapy process for persons with upper extremity conditions across the lifespan. Students will apply clinical reasoning in selecting and implementing assessments and interventions in order to safely administer physical agent modalities and other preparatory methods that enhance occupational engagement. Competency practicums will be implemented as required to meet regulatory guidelines. P. Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 434. Research Proposal. 3 credits.

This is the second of two required research classes in the entry-level Doctor of Occupational Therapy program. In this course, students develop a meritorious and ethically sound research proposal which addresses a research question of interest to occupational therapy practice, policy, advocacy, education, or related topic. Students will identify a research question, develop a proposal to answer the research question, and improve their scholarly writing skills.

OTD 435. Occupational Therapy with Children and Youth I. 3 credits.

This course introduces students to occupational therapy practice with children and youth. It focuses on childhood development and the evaluation process, highlighting observation skills, interprofessional collaboration, and working with families and communities. Students will examine childhood occupations and developmental milestones. They will explore theories and principles of assessment and intervention for frames of reference commonly used in pediatric occupational therapy practice.

OTD 436. Occupational Therapy with Children and Youth II. 0-4 credits.

This is the second in a two-course sequence focused on the occupational therapy process with children and youth. It focuses on occupation-based interventions, activity analysis and use of technology in practice. Coordination of care in a variety of practice settings and service delivery models will be examined. Students will apply knowledge of theories and frames of reference to develop strategies for evaluation and intervention in specific performance areas and with selected pediatric health conditions.

OTD 442. Critical Analysis of Occupational Therapy Practice. 3 credits. SP

In this course, students will gain an understanding of external and internal criticisms of the profession of occupational therapy. Through student-driven learning activities, the course will emphasize the judicious use of evidence-based methods in evaluation and intervention in order to contribute to the ongoing refinement of the profession. P. Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 457. Physical Rehabilitation III: Interventions and Outcomes. 0-4 credits.

This course is the third in a three-course sequence focusing on physical rehabilitation. It incorporates the occupational therapy process and centers on the theoretical foundations and intervention of clients with orthopedic, cardiac, pulmonary, and other health conditions. Students will formulate intervention plans that will include a final synthesis of how assistive technologies are used to enhance occupational performance. Students will be introduced to advanced practice areas and build upon knowledge of documentation and reimbursement from previous coursework. P. Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 460. Clinical Education Seminar I. 1.5 credit.

This course is the first of a two-course sequence designed to provide structure and guidance to students for the processes of Level I and Level II fieldwork and Professional Rotation. Official documents of the American Occupational Therapy Association and policies related to clinical education will be discussed. Additionally, students will engage in self-directed personal and professional exploration of their identity as occupational therapy practitioners. Graded Satisfactory/Unsatisfactory. P. Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 461. Clinical Education Seminar II. 1.5 credit.

This course is the second in a two-course sequence designed to provide structure and guidance to students for the processes of Level I and Level II fieldwork and Professional Rotation. Official documents of the American Occupational Therapy Association and policies related to clinical education will be discussed. Additionally, students will engage in self-directed personal and professional exploration of their identity as occupational therapy practitioners. Graded Satisfactory/Unsatisfactory. P. Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 481. Level II A Fieldwork. 12 credits.

Students will apply their understanding of occupation, professional practice, professional identity, leadership, and Ignatian values during a 12-week, full-time fieldwork placement. Students will develop entry-level competency as a generalist practitioner at their site by the conclusion of this experience. Graded Satisfactory/Unsatisfactory. P. Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 490. Level IC Fieldwork: Pediatric or Selected Practice Setting. 1 credit.

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 a pediatric practice area or other practice area of interest through directed observation and participation in selected aspects of the occupational therapy process. Graded Satisfactory/Unsatisfactory. P. Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 491. Level ID Fieldwork: Pediatric or Selected Practice Setting. 1 credit.

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 a pediatric practice area or other practice area of interest through directed observation and participation in selected aspects of the occupational therapy process. Graded Satisfactory/Unsatisfactory. P. Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 564. Professional Identity and Ethical Perspectives. 3 credits.

This course will advance reflective practice and the making of "right" choices and decisions in the delivery and promotion of occupational therapy within the interdisciplinary health care team. Students will cultivate professional identity by reflecting on level II A fieldwork and examining future professional obligations and responsibilities. A framework for exploring the pragmatic, moral, and spiritual dimensions of occupational therapy practice will be presented. Ethical reasoning, critical thinking, and discernment will be further developed using ethically and clinically challenging practice case examples, the American Occupational Therapy Association's Ethics Commission Advisory Opinions, and the Code of Ethics and Ethics Standards to inform decision-making. Students will reflect on their professional identity as educators, as they explore principles and skills needed to work in academic settings and as fieldwork educators. P. Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 571. Level II B Fieldwork. 12 credits.

Students will apply their understanding of occupation, professional practice, professional identity, leadership, and Ignatian values during a 12-week, full-time fieldwork placement. Students will develop entry-level competency as a generalist practitioner at their site by the conclusion of this experience. Graded Satisfactory/Unsatisfactory P. Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 574. Professional Competency. 0.5 credits.

This course is designed to meet the doctoral-level educational standard of the American Council of Occupational Therapy Education, which mandates that students successfully complete a competency requirement before commencing the doctoral experiential component. Students will demonstrate both didactic and clinical competence. This course offers a structured way to prepare for the National Board of Certification for Occupational Therapy certification exam. Graded Satisfactory/Unsatisfactory. P. Successful completion of all required professional coursework preceding the offering of this course; CO: All other required courses in this semester.

OTD 599. Directed Independent Study. 1-4 credits. (Elective)

This course offers the opportunity for doctor of occupational therapy students to become involved in a course of study under the direction and guidance of a faculty member in lieu of a portion of the professional rotation requirements of the OTD program. Students may choose to 1) pursue, in depth, an area covered more generally in the curriculum; 2) explore a topic not normally covered in the curriculum; 3) provide occupational therapy services to diverse and underserved populations; or 4) assist with or conduct original problem-oriented or technique-based research in an occupational therapy area of interest. This study may be in any occupational therapy-related area or practice. In all cases, it is the student's responsibility to fully identify the topic and to acquire enough information to ensure its worthiness for independent study. A maximum of 4 semester hours can be taken in OTD 599. P. OTD 571, OTD 574 CO: OTD 600.

OTD 602. Professional Competency. 0.5 credits.

This course is designed to offer a structured approach to prepare for the National Board for Certification in Occupational Therapy certification exam. Didactic and clinical components from previous courses are reviewed, integrated, and applied to select practice exams. Students are expected to achieve satisfactory practice exam scores to achieve course completion.

OTD 603. Doctoral Capstone. 16 credits.

The 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 of the following: clinical practice, research, administration, leadership, program and policy development, advocacy, education, or theory development through a combination of a doctoral experience and a doctoral capstone project. Students will actualize individualized specific learning objectives in a mentored practice setting. Evidence of synthesis of in-depth knowledge gained throughout the Doctoral Capstone is disseminated through a culminating capstone project.

OTD 604. Occupational Therapy Research Practicum. 1 credit.

Occupational Therapy in Research Practicum provides an opportunity for occupational therapy students to conduct and disseminate scholarly projects, under the direction and guidance of a faculty member. This course immerses students in an applied research experience where the student will be able to develop skills in research design, data collection, data management, data analysis, and scholarly writing. A faculty member may involve the student in their own ongoing research or supervise the student in independent research activities appropriate to the student's interests and skills. This course is structured as a contact in which the student and faculty advisor establish specific learning objectives, a defined scope of work, and specific scholarly dissemination products to be completed which may include a presentation or publication. Students can repeat this course for up to 2 credits. P. OTD 334; Acceptance into OTD Research Specialty track.

POTD 420. Exploring Spirituality in Occupational Therapy Practice. 3 credits. (Elective)

This course will focus on concepts of spirituality in health care and occupational therapy practice. Methods of assessing spiritual strengths and needs will be covered as well as methods to consider spirituality to be about a person's relationship with his/her inner self, with other people, and with the transcendent. As part of the course, students will actively explore their own spiritual journey.

POTD 516. Health Program Management. 3 credits.

This course will focus on comprehensive program planning, program development, financial management, quality management, program evaluation and marketing in the context of grant writing, private practice and health systems management. Emphasis will be placed on the development of business strategies for survival and success of occupational therapy based programs. P. Admission to the post professional OTD program.

POTD 518. Leadership Development. 3 credits.

This course will provide students with concepts, techniques and tools to assist in their leadership development. Leadership paradigms, models and strategies will be evaluated with an emphasis on influencing organizational and societal change. Students will identify, formulate and apply personal and professional attributes and behaviors to develop themselves as leaders of organizations and which are necessary for effective leadership. P. Enrollment in post professional OTD program.

POTD 521. Occupation in Community. 3 credits.

This course incorporates interdisciplinary and occupational literature to investigate the interrelationship of occupation, community, and meaning construction in the context of illness, disability, and wellness. Building on an individual's subjective occupational experience, students will analyze notions of meaning, occupational patterns, occupational choices, and participation in community as they occur in relationship to others in a variety of contexts. P. Enrollment in post-professional program.

POTD 530. Grant Writing and Occupational Therapy Practice: Making the Connection. 3 credits. (Elective)

In this course, students will explore the practice of grant writing as it relates to occupational therapy practice. Students will learn grant writing terminology and the technique of grant writing; best practices for searching and find a request for proposals that matches with their grant ideas; how to construct all the portions required for a grant application including the grant narrative, budget, and evaluation plan; and plan for the sustainability of a project beyond the grant funding period.

POTD 531. The American Professoriate: A Faculty Perspective. 3 credits. (Elective)

This course will examine contemporary faculty issues in postsecondary institutions from the perspective of a faculty member. The course includes an assessment of the current status of faculty in the United States, faculty workloads, performance reviews, and structuring professional development activities and special topics. Toward this end, the professoriate will be explored to include: (1) current conditions of the professoriate, (2) academic careers and the stages of an academic, (3) faculty culture, including academic freedom and tenure, (4) faculty work, (5) occupational therapy faculty, and (6) special topics selected on the basis of the students' need and interest assessment.

POTD 532. Integrating Complementary and Alternative Treatments with Traditional Practice. 3 credits. (Elective)

As complementary and alternative treatments (CAM) gain acceptance in the clinical community, occupational therapists are uniquely qualified to incorporate many into our practice as part of a comprehensive approach to enhance engagement in occupation. Students will explore how CAMs can be used in Occupational Therapy practice as preparatory activities, therapeutic exercise or as meaningful occupations. Some of the CAM techniques explored include guided imagery, myofascial release, therapeutic touch, acupressure, meditation, yoga, tai chi and progressive relaxation training. P. Enrollment in post professional OTD program.

POTD 550. Occupation, Community, and Health: Population Perspectives. 3 credits.

This course will examine the role of occupation in enhancing the health of community and populations through health promotion, health education and prevention of illness. Key concepts of population health, needs assessment, community, health promotion, occupational patterns, occupational choices and health behavior will be applied to develop local population-based approaches for meeting health needs of individuals and communities. P. Enrollment in the post-professional program.

POTD 551. Leadership and Advocacy. 3 credits.

This course will review the context of leadership and advocacy through self-reflection and active learning. Students will develop knowledge, tools, and strategies for competencies and engagement in health leadership and advocacy at an organizational, local, national, and global level. Governmental, regulatory and legislative issues impacting occupational therapy will be critically analyzed. P. Enrollment in the post-professional program.

POTD 552. Neuro-Occupation and Technology. 3 credits.

Part I of the course, neuro-occupation examines the relationship of occupation, neuroscience, philosophy, theories of the mind, systems theory nonlinear dynamics, and chaos and complexity theory. Braided foundational concepts integrate neuroscience with the occupational nature of humans. Part II, neuro-technology focuses on complex rehabilitation technologies that produce a new or altered neurobehavioral or neuromuscular response. Higher level clinical reasoning supports student's integration and application of neuro-occupation and neuro-technologies.

POTD 557. Program Development and Entrepreneurship. 3 credits.

Emphasis will be placed on comprehensive program planning, program development, financial management, quality management, program evaluation, and marketing. Students will also be prepared to develop business strategies for the success of occupational therapy programs. P. Enrollment in the post-professional program.

POTD 562. Advanced Clinical Ethics. 3 credits.

This course focuses on ethical reflection, negotiation, and decision-making in occupational therapy. Theoretical frameworks, concepts, and applied analytical strategies are examined critically in light of their usefulness for clinical practice. An emphasis is placed on the acquisition of skills necessary to take ethics-related service and leadership roles in health care institutions, communities, professional associations and regulatory review boards.

POTD 565. Instructional Methods and Evaluation. 3 credits.

Philosophical foundations of knowledge and learning and their relationship with occupational therapy theoretical principles are examined. Major approaches to teaching are discussed and implications for occupational therapy practice are sought. Close attention is paid to the educative role occupational therapists may plan in a variety of settings including clinics, hospitals, community agencies, and colleges and universities. Other major content areas of this course include instructional design, methods, skills, and media; evaluation; and education and supervision of students during experiential activities.

POTD 586. Institute for Latin American Concerns Immersion. 3 credits.

Occupational therapy students will participate in a 3-week cross-cultural experience in the Dominican Republic focusing on the aspects of occupational therapy intervention in an international setting. A major focus of the experience will be exploration of the role of occupational therapy in an underserved global health setting utilizing the tenets of the International Classification of Functioning, Disability and Health (ICF). Students will engage in cultural exploration of the Dominican culture utilizing the ICF and provide health-related education to multiple community partners. Implementation of intervention, patient education, reflection and discussion are the main methods used to promote student learning during the experience. Post-professional students will also act as mentors to entry-level OTD students in small rehabilitation teams. P. Enrollment in the post-professional OTD program.

POTD 590. Doctoral Experiential Component. 1-16 credits.

Students construct this professional experience by carrying out their personal learning objectives identified in POTD 580 Professional Trajectory. Course objectives move from personal and professional transformation toward the transformation of practice. A total of 16 credit hours of Post Professional Rotation coursework is required for graduation. Number of credit hours assigned to each experience is based on learning objectives and approval of instructor. P. OTD 580.

POTD 599. Directed Independent Studies. 1-6 credits.

This course is an opportunity for motivated occupational therapy students to become involved in a course of study under the direction and guidance of faculty in order to: a) pursue, in depth, an area covered more generally in curriculum; b) explore a topic not normally covered in the curriculum; c) provide occupational therapy services to diverse and underserved populations, or d) assist with or conduct research in an occupational therapy area of practice. In all cases, it is the student's responsibility to fully identify the topic, acquire enough information to ensure its worthiness for independent study and negotiate for several offerings of this course.

POTD 601. Capstone. 1 credit.

The focus of this course is to reflect on student learning and achievement of program goals. Students will identify dimensions of the program that promoted self growth and transformed their practice. Students will negotiate a culminating professional project that disseminates knowledge (e.g. research, critically appraised topic, program development or professional rotation work).

POTD 650. Lit Review and Analysis. 3 credits.

This course is the first of a series of research courses. Emphasis of this course will be placed on appraising the literature and writing a literature review on an issue critical to the scope of the profession. Research literature in occupational therapy will be critically examined. Students are expected to gain knowledge of quantitative, qualitative, and mixed methods research designs. Through critical analysis of the literature, students will gain competence with scientific inquiry. P. Enrollment in the post-professional program.

POTD 651. Research Proposal. 3 credits.

This course is the second of a series of research courses. Emphasis of this course will be placed on developing critical research consumers and building a solid foundation in research. This course will examine evidence-based practice, explore the relationship among theory, research and practice and gain an understanding of the research process. Both quantitative and qualitative research methodologies will be introduced and students will begin to understand numerous research designs. Critical knowledge and skills in research will be highlighted. Research literature in occupational therapy will be critically examined. P. POTD 650.

POTD 700. Doctoral Capstone Planning. 3 credits.

This course provides a forum for professional growth through ongoing self-reflection on and discourse of occupation, professional practice and identity, interprofessional practice, and cultural effectiveness. Students will explore the foundations of scholarly writing and demonstrate efficacy with professional writing skills. The goal of this course is to develop practice-based learning objectives that will be carried out during the Capstone III course/s.

POTD 701. Doctoral Capstone I: Research Implementation. 3 credits. FA

This course is a continuation of the POTD Research Proposal course. The research proposals developed in the Research Proposal course will be implemented in this course. Emphasis is placed on the first-hand experience of the research process (recruitment of participants, data collection and analysis, etc.) Students will collect all necessary data and analyze data during this course. Students will critically analyze and solve problems encountered during the proposal implementation process, which will be closely monitored by the course instructor to ensure research integrity. P. POTD 651.

POTD 702. Doctoral Capstone II: Manuscript Writing. 3 credits.

This course is a continuation of POTD 701, Capstone I: Research Implementation. A scholarly written research manuscript is expected of students at the end of this course. P. POTD 701.

POTD 703. Doctoral Capstone III: Experiential Learning & Project. 3-9 credits. FA, SP, SU

In POTD 703, course objectives move from personal and professional transformation to transformation of practice. Within the structure provided by the instructor, students design this course by carrying out the learning objectives they established in POTD 700. During this experience, students are expected to function above their current level of practice and competencies. P. POTD 700.