

Course Descriptions for Courses in the Entry-Level Doctorate in Occupational Therapy Curriculum

Course Name	Description
Therapeutic Interaction Skills	Concepts of therapeutic use of self are defined and discussed including self-awareness of attributes and skills for effective interpersonal interaction with clients and caregivers. Effective collaboration between the occupational therapist and occupational therapist assistant and members of the health care team is discussed. Principles of interviewing techniques and group process dynamics, theory, and skills are presented and discussed in the context of occupational therapy practice
Therapeutic Interaction Skills Lab	Concepts of therapeutic use of self are applied for effective interpersonal interaction with clients and caregivers. An opportunity to practice effective interviewing skills, interpersonal communication, OT/OTA collaboration, and effective group leadership and facilitation is provided both in the classroom and community setting.
Anatomy	This course in gross anatomy provides students with the knowledge of clinical anatomy necessary to practice their expertise upon graduation. The contents of the course include gross anatomy and an introduction to anatomical radiology, and will be conducted to represent a survey of the entire human body. Teaching/learning methodologies will include lectures and discussions, prosected human cadavers, and computer applications. The course will be taught regionally (i.e. upper limb, lower limb, spine, etc.), and will survey all morphologic systems.
Surface Anatomy	This course provides students with the knowledge of clinical surface anatomy necessary to practice in the field of occupational therapy. Students will review and palpate bony landmarks, soft tissue structures, and muscles in the upper and lower extremity, head, neck, back, thorax, and abdomen. Students are challenged to apply new knowledge by simulating the role of therapist during lab and practical exams. Students are also expected to demonstrate professional attitudes and use lay terminology during simulations in order to prepare for real patient interaction.
Introduction to Occupational Science and Occupational Therapy (Theory)	This course introduces students to the theoretical underpinnings of occupational therapy via an exploration of occupational science, the study of humans as occupational beings, and the occupational therapy conceptual practice models. The role of occupation as the philosophical foundation and central core of the profession is explored, along with its history, ethics, domain, process and key organizations. The current status of, and challenges for, the profession are discussed across a variety of contexts (medical, educational, and community), and for a variety of recipients (individuals, organizations, and populations). The overall goals of the course are to (1) encourage students to develop an occupational perspective and lens through which to view the world; (2) foster students' ability to situate themselves and their learning within the field as a whole; (3) engage students in the process of envisioning and developing their career trajectory; and (4) offer resources to support students' wellness along the academic journey.
Neuroscience	This course thoroughly examines the structure and function of the human nervous system with emphasis on functional considerations related to clinical practice. This course includes a study of microscopic and macroscopic anatomical components of the central, peripheral, and autonomic nervous system with emphasis on the organization of functional systems. The neurophysiological principles which are related to neural transmission and function of the various structures and systems are examined. Signs and symptoms

	related to various pathological conditions affecting the nervous system are emphasized and students are expected to correlate the clinical manifestations with the anatomical location of the pathology.
Musculoskeletal I	This course is the first of two major courses that will provide the student with a solid foundation in the evaluation of musculoskeletal disorders using the biomechanical, occupational adaptation frames of reference (FOR) and Person/Environment/Occupation (PEO) model of practice. Students will explore other occupational therapy FORs and models to apply to musculoskeletal conditions. Included in this first segment are; 1) Principles of evidence-based and best practice evaluation techniques, including but not limited to interviewing skills, muscle testing, goniometry, dexterity and endurance.; 2) Application of evidence-based and occupation-based techniques related to physical body structural impairments of the musculoskeletal system; 3) Application of dynamic performance analysis to functional daily living tasks; 4) The science of biomechanics and kinesiology is presented as the foundation for looking at acute and chronic musculoskeletal injuries/disorders to integrate clinical decision-making and problem solving.
Musculoskeletal I Lab	This course is the first of two major laboratory experiences which provide the student with a solid foundation in the occupational therapy evaluation and treatment of musculoskeletal disorders. Students will study and practice assessment tests and measurement skills including occupational profile, initial interviewing skills, manual muscle testing, measurement of joint range of motion, vital sign assessments, dexterity, sensation testing, and neurological screening.
Evidence-Based Practice I	This course introduces students to the concepts of evidence-based practice. Students will specifically learn the concepts of quantitative research by giving attention to basic principles underlying the process of clinical science, including concepts of the scientific methods related to experimental research. Three major aspects of the scientific method addressed will be: 1) reliability and validity, 2) research design and 3) data analysis/interpretation. Students will learn how to search, read, and analyze literature that investigates current occupational therapy practice in preparation for capstone projects.
Pediatrics I	This course examines the major sensorimotor, cognitive, neuromotor, and psychosocial theories of normal development from childhood to adulthood from an occupational therapy perspective. The etiology and clinical features of common infant and childhood diseases/disorders will be discussed with emphasis on neurological and biomechanical conditions. Students will be introduced to common occupational therapy assessments and treatment approaches used to evaluate the development and occupational performance of infants and children in the following areas: motor skill acquisition, visual perceptual, fine motor, self-help, oral motor/feeding, and neuromotor. Clinical decision making and treatment in a variety of therapeutic settings will be discussed in lecture and coordinated with activities in Pediatric 601 lab course.
Pediatrics I Lab	This course examines the major sensorimotor, cognitive, neuromotor, and psychosocial theories of normal development from childhood to adulthood from an occupational therapy perspective. The etiology and clinical features of common infant and childhood diseases/disorders will be discussed with emphasis on neurological and biomechanical conditions. Students will be introduced to common occupational therapy assessments and treatment approaches used to evaluate the development and occupational performance of infants and children in the following areas: motor skill acquisition, visual perceptual, fine motor, self-help, oral motor/feeding, and neuromotor. Clinical decision making and treatment in a variety of therapeutic settings will be discussed in lecture and coordinated with activities in this lab.

Transforming Health Care	This course provides the foundation for beginning health professions students to understand the complexities of the health care system and the role of interprofessional collaboration to improve the system. Through an interprofessional context, students will explore the art and science of teamwork and communication skills, cultural competency, ethical issues, healthcare disparities, social determinants of health, and evidence-based medicine.
Pathophysiology	The purpose of this course is to acquaint rehabilitation science students with pathological changes in human function that lead to and are associated with various diseases. Understanding diseases and pathologically altered function forms an important component to evaluation, treatment, and the rehabilitation process.
Musculoskeletal II	This course is the second of two major courses that will provide the student with a solid foundation in evaluation and treatment of musculoskeletal disorders. Included in this course are the continued exploration of evaluation and treatment of orthopedic disorders and the progression into more complicated conditions and advanced treatment techniques. Principles of occupational task adaptation, upper extremity evaluation and treatment, industrial rehabilitation, treatment modalities, and orthotic fabrication are presented.
Musculoskeletal II Lab	This course is the second of the laboratory courses that will provide the student with evaluation and treatment skills for musculoskeletal disorders. Included in this second segment are: 1) the continued exploration of evaluation and treatment methodology for orthopedic disorders, 2) principles and application of modality use, 3) occupational tasks, 4) upper extremity evaluation and treatment, 5) industrial rehabilitation and adaptation, 6) orthotic fabrication of static and dynamic splints, and 7) case study presentations to integrate clinical decision-making and problem-solving skills. The laboratory skill building activities are designed to ensure the development of advanced occupational therapy evaluation and treatment skills. All activities are demonstrated and practiced to develop on the practical skills acquired during the first segment of the course.
Evidence-Based Practice II	This evidence-based practice course introduces and provides preliminary experience with qualitative research approaches used to generate new knowledge in the rehabilitation sciences. Attention will be given to exploring the advantages and disadvantages of qualitative research methods, the principles of methodologic rigor, strategies for qualitative analysis, the importance of ethical research conduct, and to examining and critiquing existing professional evidence that may be used to inform practice.
Neurorehabilitation I	This is the lecture component of Neurorehabilitation 1. This lecture + lab course enables entry level Occupational Therapy Doctorate students to acquire, develop and apply evaluation and treatment skills for individuals who cannot fully participate in life activities because of stroke-related functional movement, sensory and spatial skill dysfunction. The student will integrate neuroplasticity, motor learning, and rehabilitation conceptual models with occupational therapy frameworks as the basis for comprehensive evidence-based stroke OT. This course is taught in an immersive modular format, i.e., “bootcamp” style, to optimize opportunities for students to immediately apply readings and lecture materials to numerous first-hand interactions with stroke survivors and caregivers. Students will gain an in-depth awareness of OTs critical and unique in role stroke recovery through dynamic interactive in-class discussions, engaging online learning activities, and active involvement with clients/caregivers.

Neurorehabilitation I Lab	This is the lab component of Neurorehabilitation 1. This lecture + lab course enables entry level Occupational Therapy Doctorate students to acquire, develop and apply evaluation and treatment skills for individuals who cannot fully participate in life activities because of stroke-related functional movement, sensory and spatial skill dysfunction. The student will integrate neuroplasticity, motor learning, and rehabilitation conceptual models with occupational therapy frameworks as the basis for comprehensive evidence-based stroke OT. This course is taught in an immersive modular format, i.e., “bootcamp” style, to optimize opportunities for students to immediately apply readings and lecture materials to numerous first-hand interactions with stroke survivors and caregivers. Students will gain an in-depth awareness of OTs critical and unique in role stroke recovery through dynamic interactive in-class discussions, engaging online learning activities, and active involvement with clients/caregivers.
Pediatrics II	This course is a continuation of material from Occupational Performance in Pediatrics I. Emphasis is placed on the etiology and clinical features of common infant and childhood diseases / disorders with emphasis on cognitive and sensory processing disorders. Students are introduced to common occupational therapy assessments and treatment approaches used to evaluate infants and children with cognitive delays and sensory processing deficits in the following areas: visual perceptual, fine motor, self-help, oral motor, and sensory processing. Clinical decision making, treatment, and documentation in a variety of therapeutic settings are discussed.
Pediatrics II Lab	Small group sessions are used to apply principles and ideas presented in Occupational Performance in Pediatrics II. Emphasis is placed on completing occupational therapy pediatric assessments, developing treatment activities, goal setting, and documentation for the infants and children with cognitive or sensory processing disorders.
Leadership & Management I	This course will introduce occupational therapy students to topics related to leadership and management with an overview of healthcare systems, educational systems, and community-based systems. Service delivery and processes for occupational therapy practice will be discussed as well as foundational skills and resources for professional development.
Scholarship I	This course provides an opportunity for students to work in small groups under the direction of a faculty member and engage in research or scholarship activities related to occupational therapy.
Neurorehabilitation II	This course is the second of three courses designed to promote entry-level occupational therapy skills in the evaluation and treatment of individuals with movement skill dysfunction resulting from neurological disorders including spinal cord injury. Theories and principles of evaluation, treatment, and adaptation will be presented with specific emphasis on the relationship between occupational performance and cognitive frameworks as they relate to occupational therapy practice.
Neurorehabilitation II Lab	This course is the correlate lab to the Occupational Performance in Neurological Conditions II course. This lab will promote entry-level occupational therapy skill in the evaluation and treatment of individuals with movement skill dysfunction resulting from neurological disorders. Students will have the opportunity to be actively involved with clients with spinal cord injury in the classroom and in the community. Students will

	practice neurorehabilitation evaluations and make decisions on when to select a compensatory or restorative approach to improve functional independence. Students will also learn other neurorehabilitation skills such as wheelchair mobility, transfers, equipment selection, functional activities, and facilitation of movement skills for occupational performance. Through hands-on involvement with clients, students will experience first-hand the effects of disability on occupational performance and how to regain quality of life after disability.
Pediatrics Clinical Correlate	This course provides guided observation and selected participation in various aspects of the occupational therapy process during a full-time, one-week Level I fieldwork experience with emphasis in pediatrics. Students observe and participate in evaluation and treatment of pediatric clients with a variety of diagnoses and conditions that are served in medical or educational settings and apply concepts from previous and concurrent courses emphasizing pediatric diagnoses, intervention and occupational performance.
Topics in Aging	This course examines foundational, clinical, and behavioral sciences pertinent to the application of the occupational therapy processes of evaluation, intervention and outcomes for older adults. Students gain knowledge of the multiple issues surrounding occupational therapy practice with older adults including age-related changes, common diagnoses and conditions, ethical and legal issues impacting service delivery, and the influence of contextual factors on occupational performance.
Topics in Aging Lab	This course provides guided observation and participation in various aspects of the occupational therapy process through experiences that emphasize wellness, enhancing quality of life, and engagement in occupation to support participation in context for older adults. Students interview and assess clients, participate in activity programming, plan and implement therapeutic groups based on clients' needs and interests, and document the occupational therapy process while applying concepts from previous and concurrent coursework.
Leadership & Management II	This course will discuss contemporary service delivery and management as related to increasingly complex health care and social environments. Students will be introduced to concepts and principles of leadership and management including healthcare policy and reform, advocacy, business management, and healthcare administration. Principles of grant writing will also be addressed as a vehicle to secure funds in needed areas of practice and research.
Scholarship II	This course is a continuation of Research Seminar I. It provides an opportunity for students to work in small groups under the direction of a faculty member and engage in research or scholarship activities related to occupational therapy.
Clinical Psychosocial Treatment	Psychosocial frames of reference and theory are presented and applied to mental health diagnoses. Methods of evaluation, program planning, and treatment implementation for psychosocial occupational therapy are introduced and applied. A discussion of the biopsychosocial issues of clients as a vital aspect of health care is included.
Psychosocial Correlate	This course provides guided observation and participation in various aspects of the occupational therapy process. The format includes discussion and participation in clinical fieldwork experience. Students observe and participate in occupational therapy evaluation and intervention of individuals with psychiatric disorders, developmental delay, and mental retardation, and apply concepts from various psychosocial frames of reference.

Neurorehabilitation III	This course is the third of three courses designed to promote entry-level occupational therapy skills in the evaluation and treatment of individuals with cognitive and perceptual dysfunction resulting from acquired neurological conditions. Theories and principles of evaluation, treatment, and adaptation will be presented with specific emphasis on the relationship between occupational performance and cognitive frameworks as they relate to occupational therapy practice.
Neurorehabilitation III Lab	This course is the correlate lab to the Occupational Performance in Neurological Conditions III course. The lab is designed to promote knowledge and acquisition of skills and attitudes necessary for the Occupational Therapy Practice Framework process of evaluation, intervention and outcome as it relates to cognitive-perceptual dysfunction, specifically for clients who have sustained a traumatic brain injury (TBI).
Leadership & Management III: Applied Leadership	This course will equip students to build awareness of personal leadership trajectories and identify progress towards desired professional goals. Students will apply knowledge from previous coursework and experiences to become future agents of change and innovation for academic, clinical, educational, and other community settings.
Population-Based Health	An overview of population health will be presented including discussion of determinants of health that influence the distribution of outcomes within a population. Policies and interventions that impact determinants of health and the impact of occupational therapy on populations will be discussed. Topics will include discussion of global and public health as related to occupational therapy practice.
Research Seminar III	This course fosters the dissemination of scholarship. Students are trained to produce effective local, state and national presentations. They are also trained in structured scientific writing for dissemination to non-peer reviewed and peer reviewed publications. This course will provide the students the opportunity to disseminate the products developed in Research I and II courses.
Synthesis & Application of Clinical Skills	This course fosters greater development of clinical reasoning through engagement in complex case studies, simulated experiences, and guided reflection. Students are encouraged to take a holistic approach in organizing, reviewing, and conceptualizing prior clinical coursework and to ultimately apply knowledge in multifaceted clinical scenarios. Requirements include successful completion of the National Board for Certification in Occupational Therapy (NBCOT) Occupational Therapy Knowledge Exam (OTKE) and the comprehensive Objective Structured Clinical Examination (OSCE). The primary goal of this course is to facilitate the transition from thinking like a student to thinking like a therapist in preparation for Level II fieldwork.
Physical Dysfunction Clinical Correlate	This course provides guided observation and participation in various aspects of the occupational therapy process. The format includes discussion and participation in a full-time, one-week Level I clinical fieldwork experience with emphasis in physical dysfunction. Students observe and participate in the evaluation and intervention of clients with a variety of diagnoses and conditions that are served in medical and/or community-based settings while applying concepts from the biomechanical, neurodevelopmental, and rehabilitative frames of reference.

Clinical Practicum 1	This course is the first of two Level II, full-time fieldwork experiences intended to emphasize the application of an academically acquired body of knowledge by providing the student with an in-depth experience in performance of the occupational therapy process. Under supervision, the student will evaluate and treat clients across the life span reflecting diversity of diagnosis and culture.
Clinical Practicum 2	This course is the second in a series of two Level II, full-time fieldwork experiences intended to emphasize the application of an academically acquired body of knowledge by providing the student with an in-depth experience in performance of the occupational therapy process. Under supervision, the student will evaluate and treat clients across the life span reflecting diversity of diagnosis and culture.
Doctoral Experiential Component	Develop in-depth experience in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.
Professional Capstone	This course provides an intensive two-day seminar immediately following the completion of all three-clinical practical. The seminar focuses on review of requisite skills for taking the national certification examination and readiness for entry into the practice environment. Attention is given to establishing a career trajectory, developing plans for continuing competence and ongoing professional contribution, and creating an effective balance between one's personal and professional lives.