



Widener University

Occupational Therapy Program
2018 Graduate Catalog

Widener University Information

UNIVERSITY POLICY

It is the policy of Widener University not to discriminate on the basis of sex, gender, pregnancy status, age, race, national origin or ethnicity, religion, disability, status as a veteran of the Vietnam era or other covered veteran, sexual orientation, gender identity, marital status, or genetic information in its educational programs, admissions policies, employment practices, financial aid, or other school-administered programs or activities. This policy is enforced under various federal and state laws, including Title VII of the Civil Rights Act of 1964 as amended by the Civil Rights Act of 1991, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, and the Americans with Disabilities Act. Further, in compliance with state and federal laws, Widener University will provide the following information upon request: (a) copies of documents pertinent to the university's accreditations, approvals, or licensing by external agencies or governmental bodies; (b) reports on crime statistics and information on safety policies and procedures; and (c) information regarding gender equity relative to intercollegiate athletic programs—Contact: Senior Vice President for Administration and Finance, Widener University, One University Place, Chester, PA 19013; tel. 610-499-4151. Comments or requests for information regarding services and resources for disabled students should be directed to: Director of Disability Services, Widener University, One University Place, Chester, PA 19013; tel. 610-499-1266; or Dean of Students, Widener University Delaware Law School, P.O. Box 7474, Wilmington, DE 19803; tel. 302-477-2173.

Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination based on sex and gender in educational programs and activities that receive federal financial assistance. Such programs include recruitment, admissions, financial aid and scholarships, athletics, course offerings and access, hiring and retention, and benefits and leave. Title IX also protects students and employees from unlawful sexual harassment (including sexual violence) in university programs and activities. In compliance with Title IX, the university prohibits discrimination and harassment based on sex in employment as well as in all programs and activities.

The university's Title IX coordinator monitors compliance with Title IX and its accompanying regulations. Individuals with questions or concerns about Title IX and/or those who wish to file a complaint of noncompliance may contact the Title IX coordinator or deputy coordinators: The university's interim Title IX coordinator is Chief Human Resources Officer Beth Glassman, One University Place, Chester, PA 19013; tel. 610-499-4553; email brglassman@widener.edu. The university has also appointed several deputy Title IX coordinators: For all students and employees: Chief of Campus Safety Kevin Raport, One University Place, Chester, PA 19013; tel. 302-477-2202; email kjraport@widener.edu. For students on the Chester, PA, campus and Extended Learning students: Interim Dean of Students Catherine Feminella, One University Place, Chester, PA 19013; tel. 610-499-4392; email cafeminella@widener.edu. For students and employees on the Wilmington, DE, campus: Associate Dean for Student Services Susan Goldberg, Widener University Delaware Law School, 4601 Concord Pike, Wilmington, DE 19803; tel. 302-477-2173; email slgoldberg@widener.edu. For students and employees on the Harrisburg, PA, campus: Supervising Attorney Mary Catherine Scott, Widener University Commonwealth Law School, 3601 Vartan Way, Harrisburg, PA 17106; tel. 717-541-0320; email mccott9055@widener.edu.

The U.S. Department of Education's Office for Civil Rights (OCR) is the division of the federal government charged with enforcing compliance with Title IX. Information regarding OCR can be found at: www.ed.gov/about/offices/list/ocr/index.html. Questions about Title IX may be directed to OCR as well as to the university's Title IX coordinator or deputy coordinators.

This publication contains information, policies, procedures, regulations, and requirements that were correct at the time of publication. In keeping with the educational mission of the university, the information, policies, procedures, regulations, and requirements contained herein are continually being reviewed, changed, and updated. Consequently, this document cannot be considered binding and must be used solely as an informational guide. Students are responsible for keeping informed of official policies and meeting all relevant requirements.

The university reserves the right and authority at any time to alter any or all of the statements contained herein, to modify the requirements for admission and graduation, to change or discontinue programs of study, to amend any regulation or policy affecting the student body, to increase tuition and fees, to deny admission, to revoke an offer of admission, and to dismiss from the university any student at any time, if it is deemed by the university to be in the best interest of the university, the university community, or the student to do so. The provisions of this publication are subject to change without notice, and nothing in this publication may be considered as setting forth terms of a contract between a student or a prospective student and Widener University.

ACCREDITATIONS & MEMBERSHIPS

Widener University is a member of the Association for Continuing Higher Education and is accredited by the Middle States Commission on Higher Education.

Widener University's graduate programs are additionally accredited by the following: AACSB International—The Association to Advance Collegiate Schools of Business (School of Business Administration), American Association of Sexuality Educators, Counselors, and Therapists (Center for Human Sexuality Studies), American Bar Association (School of Law), American Psychological Association (Doctor of Psychology; Clinical Psychology Internship), Commission on Accreditation for Healthcare Management Education (MBA in Healthcare Management), Commission on Accreditation in Physical Therapy Education (Doctor of Physical Therapy), Commission on Collegiate Nursing Education (School of Nursing), Commission on Continuing Legal Education of the Supreme Court of Delaware (Delaware Law School), Council on Social Work Education (Center for Social Work Education), National Association for Education of Young Children (Child Development Center), National Council for the Accreditation of Teacher Educators (Center for Education), Pennsylvania State Board of Nursing (School of Nursing), Pennsylvania Continuing Legal Education Board of the Supreme Court (Commonwealth Law School), Pennsylvania Department of Education (Center for Education), Pennsylvania Department of Welfare (Child Development Center), Pennsylvania Private School Board (Center for Education).

Widener University's graduate programs hold membership in the following: Academic Council of the American Physical Therapy Association (Institute for Physical Therapy Education), American Society for Engineering Education (School of Engineering), Association of Engineering Colleges of Pennsylvania (School of Engineering), Association of American Law Schools (Delaware Law School and Commonwealth Law School), Greater Philadelphia Engineering Deans Economic Development Council (School of Engineering), Engineering Deans Institute (School of Engineering), Engineering Research Council of the American Association of Engineering Societies (School of Engineering), Engineering Workforce Commission (School of Engineering), National Association of Schools of Public Affairs and Administration (Master of Public Administration), National Association of State Boards of Accountancy (Delaware Law School and Commonwealth Law School), National Council for Schools and Programs of Professional Psychology (Institute for Graduate Clinical Psychology), National League for Nursing and the American Association of Colleges of Nursing (School of Nursing).

Occupational Therapy 2018 Graduate Catalog

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BUSINESS OFFICES

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Delaware Campus, 302-478-2209

Harrisburg Campus, 717-541-3961

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School of Human Service Professions Information

GRADUATE PROGRAMS

Center for Education

- Master of Education (MEd)
- Doctor of Education (EdD)

Center for Human Sexuality Studies

- Master of Education (MEd)
- Doctor of Philosophy (PhD)

Center for Social Work Education

- Master of Social Work (MSW)
- Doctor of Philosophy (PhD)

Institute for Graduate Clinical Psychology

- Doctor of Psychology (PsyD)

Occupational Therapy Program

- Doctor of Occupational Therapy (OTD)

Institute for Physical Therapy Education

- Doctor of Physical Therapy (DPT)

PHILOSOPHY AND PURPOSE OF THE PROGRAMS

The School of Human Service Professions aspires to prepare individuals to become innovative scholars-practitioners-citizens. The disciplines of the school use dynamic teaching, active scholarship, personal attention, and community involvement in order to foster leadership, ethical and professional decision-making, interdisciplinary dialogue, a competent responsiveness to the needs of a culturally diverse community, and a commitment to the value of lifelong learning.

GRADING SYSTEM

Grades are recorded as follows:

A	4.0 points
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
F	0.0
I (Incomplete)	0.0
W (Withdrawal without prejudice)	0.0
P/NP (Pass/No Pass)*	0.0
AU (Audit—no credit)	0.0

**only for courses offered on a Pass/No Pass basis*

NOTE: Individual instructors may elect, at their discretion, not to use plus/minus grades.

The grade of I is given when a student has not completed course requirements because of excusable reasons. A student who receives a grade of incomplete must arrange to make up all deficiencies with the instructor issuing the grade. If the work is not made up within one calendar year from the end of the semester in which the incomplete is received, the grade will be automatically converted to F, unless the course in question is a thesis research course or a dissertation research course. Upon completion of the requirements, the instructor will institute a change of grade. (Note: A student does not register again for a course in

which the grade of incomplete has been received.) A student cannot be awarded a degree when there is an outstanding incomplete grade on the transcript, even if the incomplete is in a course not required in the degree program.

If a course is repeated, both grades will be recorded on the transcript, but only the most recent grade will be used in calculating the grade point average (GPA). When a student is found to have violated Widener's academic fraud policies, that student is prohibited from exercising the repeat-of-course option to remove the F grade (given as a result of fraud) from the GPA calculation.

If a student fails to meet the degree requirements in a timely manner or if repeated failure has occurred, the center or school may terminate the graduate program for the student. Conduct inconsistent with the ethical and professional standards of the discipline, whether it occurs before or after matriculation, is also grounds for dismissal from the program. Such conduct includes academic fraud. A student dismissed for academic fraud may no longer enroll in the graduate programs of the university and may not apply for admission into another division of the university. Please see the section entitled "Standards for Academic Integrity."

COURSE OFFERINGS

Graduate studies brochures are published for the fall and spring semesters and summer sessions. These fully describe registration policies, course schedules, and tuition and fee obligations.

DROP/ADD POLICY

Graduate students may withdraw from a course up to four weeks prior to the last day of classes for the semester and receive the grade of W. Students begin the withdrawal process by notifying their program director's office of their intent to withdraw, either orally or in writing. The program director's office submits a drop/add form, which includes the student's last date of attendance at an academically related activity, to the Registrar's Office.

Students may add a course without special permission no later than one week after the semester has begun. If a student wishes to add a course after one week, written permission must be obtained from both the instructor and the program director's office.

AUDITING

Students will be permitted to audit courses in the graduate program with the approval of the instructor. No grade or credit is given for auditing a course and examinations need not be taken; however, the registration procedure and fee structure are the same as that for other students.

STANDARDS FOR ACADEMIC INTEGRITY

ACADEMIC INTEGRITY POLICY

The Academic Integrity Policy was approved by the Faculty Council. Additional regulations are excerpted and paraphrased from the "Minutes of the Academic Council." These regulations explain Widener University's expectations regarding students' academic conduct and describe procedures related to those expectations. Exceptions to the regulations may be made only by special action of the school/college academic councils of the Academic Review Board. References in this catalog refer to the Main Campus only.

STATEMENT ON ACADEMIC INTEGRITY

Widener University strongly supports the concept of academic integrity and expects students and all other members of the Widener University community to be honest in all academic endeavors. Cheating, plagiarism, and all other forms of academic fraud are unacceptable; they are serious violations of university policy. In some circumstances, students' conduct may require review under the research integrity policy, the freedom to learn policy, the judicial review policy, and other university policies. Widener University expects all students to be familiar with university policies on academic integrity, as outlined in this catalog. The university will not accept a claim of ignorance—either of the policy itself or of what constitutes academic fraud—as a valid defense against such a charge.

VIOLATIONS OF ACADEMIC INTEGRITY

Violations of academic integrity constitute academic fraud. Academic fraud consists of any action that serves to undermine the integrity of the academic process or that gives the student an unfair advantage, including:

- inspecting, duplicating or distributing test materials without authorization.
- cheating, attempting to cheat, or assisting others to cheat.
- altering work after it has been submitted for a grade.
- plagiarizing.
- using or attempting to use anything that constitutes unauthorized assistance.
- fabricating, falsifying, distorting, or inventing any information, documentation, or citation.

Each student's program may have on record additional specific acts particular to a discipline that constitutes academic fraud. These specific acts are specified in relevant handbooks or course syllabi.

STATEMENT ON PLAGIARISM

One of the most common violations of academic integrity is plagiarism. Plagiarism can be intentional or unintentional. However, since each student is responsible for knowing what constitutes plagiarism, unintentional plagiarism is as unacceptable as intentional plagiarism and commission of it will bring the same penalties. In many classes, faculty members will provide their definitions of plagiarism. In classes where a definition is not provided, students will be held to the definition of plagiarism that follows:

Definition of Plagiarism

Plagiarism—submitting the work of others as one's own—is a serious offense. In the academic world, plagiarism is theft. Information from sources—whether quoted, paraphrased, or summarized—must be given credit through specific citations. When a student paraphrases a work, it is still necessary to cite the original source. Merely rearranging a sentence or changing a few words is not sufficient. The citation style should be appropriate for the discipline and should clearly indicate the beginning and ending of the referenced material. All sources used in the preparation of an academic paper must also be listed with full bibliographic details at the end of the paper, as appropriate in the discipline.

FACULTY AND STUDENT RESPONSIBILITIES

- Every student, faculty member, and administrator is responsible for upholding the highest standards of academic integrity. Every member of the Widener community shall honor the spirit of this policy by refusing to tolerate academic fraud.
- When expectations for a course are not addressed in this policy, it is the responsibility of the instructor to provide students with additional guidelines for what constitutes “authorized” and “unauthorized” assistance.
- It is the responsibility of every student to seek clarification if in doubt about what constitutes “authorized” and “unauthorized” assistance. In cases of collaborative work, all students within the collaborative group may be responsible for

“unauthorized” assistance to any individual student within the collaborative group.

- Students are required to obtain permission prior to submitting work, any part of which was previously or will be submitted in another course. The instructor has the option of accepting, rejecting, or requiring modification of the content of previously or simultaneously submitted work.

A student who suspects that a violation of academic integrity has occurred should report that violation to the associate provost or their dean. In this report, the student should describe any action taken, such as talking with the person involved or with a faculty or staff member. Every effort will be made to preserve the anonymity of the student reporting the incident; however, confidentiality cannot be guaranteed.

RESOLUTION AT THE FACULTY/STUDENT LEVEL FOR ACADEMIC FRAUD OCCURRING IN A COURSE

Process and Reporting

A faculty member who becomes aware of possible academic fraud in a course will:

1. Collect and preserve all evidence of the suspected fraud.
2. Inform the suspected student(s) in writing. The faculty member may contact the associate provost for additional support and guidance.
3. Provide the student with the opportunity to respond to the charges within five business days of his/her receipt of, or refusal to accept, notice of the suspected fraud. If the student fails to respond to this opportunity, the student forfeits any right to appeal the decision to the school or college level where the course is taught, and the faculty member will determine the penalty.
4. Discuss the academic fraud with the student and agree to pursue student/faculty resolution. If no such agreement is reached, the faculty member refers the matter to the dean of the school or college level where the course is taught and will be processed at the school/college level.
5. In cases where a faculty member takes action for a case of academic fraud, the faculty member will send a report describing the academic fraud and the penalty being imposed to the student, the dean of the school or college where the course involved is taught, the dean of the school or college where the student is enrolled, and the Office of the Associate Provost for Graduate Studies and Extended Learning as the office of record. Please contact the associate provost for guidelines and templates for constructing the reports.

If the faculty member is not satisfied with the sanctions available, he or she may refer the case to the dean responsible for the course in question.

If the student does not accept responsibility for the academic fraud or disagrees with the sanction imposed by the faculty member, the student may appeal the outcome at the school or college level according to the process stipulated in the bylaws or student handbook of the school or college where the course is taught.

Penalties

The suggested penalty for academic fraud in any course is failure in the course. However, faculty members may take alternative steps. Penalties available to faculty members include:

- Formal warning.
- Reduction in grade for the assignment.
- Reduction in the grade for the course.
- Failing grade for the assignment.
- A failing grade (F) in the course.
- A failing grade (XF) in the course (a grade of XF will appear on the transcript and be defined on the transcript as failure as a result of academic fraud).

Offenses Subject to Expulsion

All reports of academic fraud will be reviewed by the associate provost to verify whether reports have been received indicating that the student has been found responsible for any other act of academic fraud. In cases where the associate provost finds that the case is a repeat offense for which the student has received a failing grade (F or XF) in a course for each offense or a case in which a student has stolen or attempted to steal an examination, the associate provost will expel the student from the university. The student may appeal cases resulting in expulsion to the Academic Review Board.

RESOLUTION AT THE SCHOOL/COLLEGE LEVEL

Process and Reporting

When a faculty member or any other employee of the university becomes aware of possible academic fraud occurring outside a course, the faculty member or employee will:

1. Collect and preserve all evidence of the suspected fraud.
2. Refer the matter to the dean of the school or college where the student is enrolled.

When a case of academic fraud occurring in a course is referred to the dean of the school or college where the course is taught or when a case of academic fraud occurring outside a course is referred to the dean of the school or college where the student is enrolled:

1. The dean will notify the student and the associate provost in writing of the charge of academic fraud, the penalty to be imposed, and all rights of appeal, if any.
2. If a student wishes to contest the charge of academic fraud or disagrees with the sanction imposed, the student may do so according to the process stipulated in the bylaws or student handbook of the school or college where the course is taught. In such a case, the student will also be informed of the process as stipulated by the school or college.
3. In cases where the penalty results in dismissal of the student from the school or college, the student may appeal the decision at the university level in writing to the Academic Review Board via the associate provost.

Penalties

The maximum penalty imposed in school or college resolution for individuals convicted of academic fraud shall be dismissal from the school or college. Lesser penalties may include:

- Formal warning.
- Reduction in grade for the assignment.
- Reduction in the grade for the course.
- Failing grade for the assignment.
- Failing grade (F) in the course.
- A failing grade (XF) in the course (a grade of XF will appear on the transcript and be defined on the transcript as failure as a result of academic fraud).
- Required attendance at an academic integrity workshop or tutorial.

Offenses Subject to Expulsion

All reports of academic fraud will be reviewed by the associate provost to verify whether reports have been received indicating that the student has been found responsible for any other act of academic fraud. In cases where the associate provost finds that the case is a repeat offense where the student has received a failing grade (F or XF) in a course for each offense or a case where a student has stolen or attempted to steal an examination, the associate provost will expel the student from the university. The student may appeal cases resulting in expulsion to the Academic Review Board.

RESOLUTION AT THE UNIVERSITY LEVEL— REPEAT OFFENSES / THEFT OF EXAMINATION MATERIALS

Process

The associate provost will review all reports of academic fraud.

1. If the associate provost finds the case is a repeat offense where the student has received a failing grade (F or XF) in a course for each offense, the associate provost will expel the student from the university. The student may appeal the case to the Academic Review Board.
2. If the associate provost finds the case is a repeat offense where the student has not received a failing grade for both offenses, the case will be referred to the Academic Review Board.
3. If the student has stolen or attempted to steal an examination, the associate provost will expel the student from the university. The student may appeal the case to the Academic Review Board.

Penalties

The maximum penalty imposed by the Academic Review Board for individuals convicted of academic fraud shall be expulsion from the university. Penalties include:

- An XF grade in the course (a grade of XF will appear on the transcript and be defined on the transcript as failure as a result of academic fraud).
- Removal of the privilege of representing the university in extracurricular activities, including athletics, as well as the privilege of running for or holding office in any student organization that is allowed to use university facilities or receives university funds.
- Suspension from the university for up to one academic year. Students suspended for academic fraud cannot transfer into Widener any credits earned during the suspension.
- Dismissal from the university. Students dismissed for academic fraud must apply for readmission according to the Academic Review Board guidelines. Readmission applications by students suspended for academic fraud must be approved by the Academic Review Board.
- Expulsion from the university without the opportunity for readmission.

Reporting

The associate provost will send a report describing the academic fraud and the penalty being imposed to the student, the affected faculty members, the dean of the school or college where the course involved is taught, and the dean of the school or college where the student is enrolled, as well as maintain a copy as the office of record.

STUDENT APPEALS/DECISIONS— EXPULSION/DISMISSAL

When a student is expelled or dismissed by the associate provost, the student may initiate his or her appeal to the Academic Review Board by notifying the associate provost in writing of the request for an appeal, together with a concise statement of the grounds for the appeal.

Written notice of the student's request for appeal, together with the concise statement of the student's grounds for the appeal, must be received by the associate provost no more than ten business days following the decision of the faculty, school/college, or university.

When a case is referred to the Academic Review Board, the associate provost shall notify the student in writing of the time and location for the Academic Review Board hearing.

The membership of the Academic Review Board consists of the provost, the associate provost, the dean, the chair of the faculty, and the chair of the Faculty Council Academic Affairs Committee; provided, however, that any majority of the foregoing

members shall constitute a quorum for purposes of conducting any matters to come before the Academic Review Board pursuant to these standards. Any faculty member on the Academic Review Board involved in the original accusations will not participate in deliberations in that case.

At an appeal before the Academic Review Board, the student shall have the opportunity to be heard and the right to produce witnesses or introduce evidence subject to the reasonable discretion of the Academic Review Board. The student may also be accompanied by a representative of his or her choosing who may not participate in the appeal. The Academic Review Board shall not be subject to any evidentiary rules but shall accept or reject evidence in its sound discretion. All appeals shall be closed to the public and no stenographic record shall be required unless requested at the expense of the requesting party. In the absence of a stenographic record, the Academic Review Board shall provide, in its sole discretion, either a recorded record or notes of the proceedings taken by a member of the Academic Review Board.

The results of all appeals to the Academic Review Board, permitted in the Academic Integrity Policy, shall be final.

Any matter submitted to a faculty member, the school/college, or the university for decision or review under this policy will be decided in a timely manner and the parties will use their best efforts to conclude the proceedings within the semester in which the alleged offense has occurred or the appeal is received, provided, however, that any delay in the proceedings will in no way operate as a waiver of the university's right to assess any or all of the sanctions permitted hereunder. References to the associate provost also includes his/her designee, except with respect to membership on the Academic Review Board.

ACADEMIC REVIEW BOARD

The Academic Review Board consists of the provost, the associate provost, the deans of each school/college, the vice chair of the University Council, and the chair of the University Council Academic Affairs Committee. Duties of the board include (1) hearing petitions for the waiver of academic regulations that transcend a single school or college (e.g., distribution or residency requirements, walk-through policy), and (2) serving as the appeal body in cases of an alleged violation of procedure in school/college Academic Council hearings.

ACADEMIC GRIEVANCE APPEAL PROCEDURE

If a student has a grievance concerning a class in which he or she is enrolled, he/she will first try to resolve the problem with the instructor of the class. If a student has a grievance concerning an academic requirement of the program (e.g., comprehensive examination, final clinical oral examination, clinical placements), he/she will first try to resolve the problem with the director of the program. If it is impossible to resolve the matter at this initial level, the grievance must be placed in writing. Then the student may appeal to the next higher level. The student should inquire in the office of the dean responsible for the course or program in question for the proper appeal procedure if the student's grievance is not resolved to the student's satisfaction after initial appeal to the instructor or the program director.

GRADUATION REQUIREMENTS AND AWARDING OF DEGREES

Students are responsible for knowing and meeting curriculum requirements as shown in this catalog.

Those who expect to receive a graduate degree should make clear their intentions to their advisors. A student who completes requirements for the degree at the conclusion of either summer session will be awarded the degree in August of that year; **the student must submit a graduation petition online via CampusCruiser by March 1.** A student who completes requirements for the degree at the conclusion of the fall semester will be awarded the degree in December of that year; **the student must submit a graduation petition online via CampusCruiser by July 1.** A student who completes requirements for the degree at the conclusion of the spring semester will be awarded the degree in May of that year; **the student must submit a graduation petition online via CampusCruiser by November 1 of the previous year.** The university holds only one formal commencement in the spring to which August, December, and May graduates are invited.

A student who petitions for graduation and who, for whatever reason, is not awarded the degree, must re-petition.

STUDENT STATUS

Students pursuing a course of study in the occupational therapy program must register for at least 12 semester hours each semester until all course work in the program has been completed. Students in the occupational therapy program may register for more than 18 credits a semester only with approval from the director. Half-time enrollment is defined as a minimum of 6 credits per semester.

ACADEMIC CALENDAR

At the start of each semester, students should check CampusCruiser for academic calendar and deadline information.

ANNUAL NOTICE TO STUDENTS REGARDING EDUCATION RECORDS

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

- The right to inspect and review the student's education records within 45 days after the day the university receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the university to amend a record should write the university official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the university decides not to amend the record as requested, the university will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The university discloses education records without a student's prior written consent under the FERPA exception for disclosure to university officials with legitimate educational interests. A university official is a person employed by the university in an administrative, supervisory, academic, research, or support staff position (including, without limitation, law enforcement unit personnel, health staff, athletic coaches and trainers, and admissions counselors and recruiters); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A university official also may include a volunteer or contractor outside of the university who performs an institutional service or function for which the university would otherwise use its own employees and who is under the direct control of the university with respect to the use and maintenance of PII from education records, such as an attorney, auditor, contractor, consultant, or collection agent, or a student volunteering to assist another university official in performing his or her tasks. A university official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the university.

Upon request, the university also discloses education records without consent to officials of another school in which a student seeks or intends to enroll. Such education records may include updated or corrected information, including, without limitation, disciplinary and health records.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202
- The right to withhold public disclosure of any or all items of "directory information" by written notification to the Registrar's Office of the university or the School of Law, as applicable, within two weeks after the commencement of the fall or spring semesters of any given academic year. Under current university policy, the term "directory information" includes, without limitation, a student's name, home and campus address, telephone listing(s), electronic mail address, photographs, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), dates of attendance, participation in officially recognized

activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended.

TRANSCRIPTS

Students in good financial standing may have copies of their transcripts forwarded to employers, agents, or institutions of higher education by contacting the Office of the Registrar.

FINANCIAL AID

Widener University offers a wide range of financial aid programs. Financial information is available on the university's website at www.widener.edu/admissions/graduate/financial_aid.

CAMPUS SAFETY

CAMPUS SECURITY AND FIRE SAFETY REPORTS

Widener is committed to the safety and security of all members of the Widener University community. The university's annual Campus Safety and Fire Safety Reports are on the Widener website and contain information on campus security and personal safety, including crime prevention, university law enforcement authority, crime reporting policies, disciplinary procedures, and other campus security matters. The Campus Safety Reports contain statistics for the three previous calendar years on reported crimes that occurred on campus, in certain off-campus buildings and property owned and controlled by the university, and on public property within or immediately adjacent to and accessible from campus.

The Fire Safety Report contains information on fire safety systems in on-campus student housing facilities, the number of fire drills held during the previous year, the university's policies on portable electrical appliances, smoking, and open flames in student housing facilities, the university's procedures for student housing evacuation in the case of a fire, policies regarding fire safety education and training programs provided to students and employees, a listing of persons or organizations to which fires should be reported, and plans for future improvements in fire safety. It also contains statistics for the three most recent calendar years concerning the number of fires and cause of each fire in each on-campus student housing facility, the number of persons who received fire-related injuries that resulted in treatment at a medical facility, the number of deaths related to a fire, and the value of property damage caused by a fire.

The annual Campus Safety and Fire Safety Reports are available online at www.widener.edu/campussafety. If you would like a printed copy of these reports, contact the Campus Safety Office at 610-499-4203 to have a copy mailed to you. The information in these reports is required by law and is provided by the Campus Safety Office.

Institute for Occupational Therapy Information

DOCTOR OF OCCUPATIONAL THERAPY

PHILOSOPHY

The foundation of the occupational therapy program philosophy is a deeply held set of beliefs about:

- The profession
- Occupation
- Experiential learning
- Interprofessional collaborative practice
- Leadership
- Cultural competence
- Civic engagement

These beliefs correlate closely with the stated mission of both the university and the School of Human Service Professions. The occupational therapy program faculty support the university and school missions by engaging students in dynamic experiential learning methodologies, student-faculty scholarship activities, intentioned personal interactions, facilitated leadership opportunities, and service activities in the culturally diverse local community throughout the curriculum. To further operationalize its mission and philosophy, the program is designed to create a learning environment in which the curriculum itself maximizes the fit between students, their environments, and meaningful occupations through civic engagement.

Coursework, field experiences, and mentorship programs are designed to enable students to become ethical, contemporary occupational therapy practitioners who adopt the values necessary to:

- Work interprofessionally to contribute to the vitality and well-being of the community or individual served.
- Utilize evidence to inform professional reasoning and decision-making.
- Practice using a client-centered, occupation-based approach.
- Collaborate with individuals, families, groups, communities, and populations to identify culturally relevant personal and communal goals.
- Strive to maximize the fit between the individual and their personal, social, cultural, physical, virtual, and community environments.
- Serve as leaders in their community.

MISSION

Aligned with the mission of the university, the mission of the occupational therapy program is to:

- **Lead** by graduating ethical, evidence-informed, client-centered practitioners who are committed to working interprofessionally to provide services for diverse populations. This approach maximizes the fit between the individual and their environments, enabling individuals to engage in meaningful activities. Our graduates will be innovative critical thinkers who participate in scholarship and are prepared to serve as leaders within their communities and the profession.
- **Engage and inspire** our students to demonstrate professional and civic leadership through:
 - Multisensory teaching and learning approaches.
 - Modeling and mentoring by faculty and mentors.

- Fieldwork and doctoral experiences in interprofessional community programs, as well as traditional clinical settings.
- Experiential learning and leadership opportunities in student-run pro-bono clinics to help build graduates' professional skill sets throughout their academic years.
- **Contribute** to the vitality and well-being of the Chester and surrounding community through leadership in client-centered pro-bono health and wellness clinics.

EXPECTED OUTCOMES

Upon completion of the program, graduates will:

- Demonstrate competency to practice as a client-centered entry-level occupational therapists in a wide array of delivery models and systems whose practice supports an enhanced fit between the person, their environments, and their engaged occupations. This perspective is consistently used in settings in which occupational therapy is currently practiced, as well as where it is an emerging service.
- Engage in evidence-based evaluations, select and apply appropriate occupational theory, and utilize client-centered interventions to achieve expected outcomes.
- Collaboratively plan and utilize client-centered, evidence-based occupational therapy interventions to address the physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being and quality of life.
- Articulate and apply client-centered therapeutic use of occupations with culturally diverse individuals, groups, or communities for the purpose of facilitating performance and participation in activities, occupations, roles, and situations in home, school, workplace, community, and other settings.
- Demonstrate an understanding of the distinct roles and responsibilities of the occupational therapist and the occupational therapy assistant; and engage in client-centered collaborative service delivery with appropriate supervision of personnel.
- Communicate and engage with interprofessional teams to provide client-centered, culturally sensitive health and human services programs for persons, groups, and populations.
- Embrace the value of lifelong learning to engage in evidence-based client-centered contemporary occupational therapy practice.
- Uphold the ethical standards, values, and attitudes of the occupational therapy profession.
- Advocate for access to client-centered occupational therapy services that enhance the fit between humans, their environments, and the occupations in which they engage.
- Demonstrate active involvement in professional development, civic and community engagement, service learning, and advocacy.

CURRICULUM

The design of the Widener University occupational therapy curriculum identifies the major themes and threads of the program's mission and philosophy, while demonstrating the close alignment between the program's, school's, and university's missions. The desired outcome is the transformation of students into concerned

practice scholars who think critically about human services issues and are engaged citizens who serve as leaders in their professional and civic communities. The curriculum is organized around five client-centered themes that reflect the program's philosophy.

- Interprofessional collaboration
- Community/civic engagement
- Evidence based practice
- Professional reasoning
- Leadership

It is further enriched through two curricular threads:

- Understanding and maximizing the person, occupation, and environment fit
- Client centeredness

Additionally, the curriculum model for the doctor of occupational therapy layers foundational knowledge sequentially—semester-by-semester—drawing on concepts explored from previous courses and student experiences. An emphasis on active scholarship and community involvement creates a well-rounded, comprehensive, and dynamic academic experience for students. A culture of leadership is woven throughout the curriculum, introducing students to topics ranging from professional identities and missions to codes of ethics and skills building.

THE PROFESSION

The American Occupational Therapy Association defines the role of the occupational therapist as assisting people across the lifespan to participate in the things they want and need to do through the therapeutic use of everyday activities (occupations). Occupational therapists are skilled health care professionals who use research and scientific evidence to ensure their interventions are effective.

Occupational therapy enables people to function in all of their environments, including home, work, school, and community, by addressing the physical, psychological, and cognitive aspects of their well-being through engagement in occupation and utilizing a holistic perspective. This includes assisting people to regain function after illness or injury through retraining and adaptations as part of an interprofessional or intraprofessional team. Services include evaluations in any or all of the client's environments that could lead to further intervention and education for family members or caregivers to maximize independences in all areas of activities of daily living (ADLs).

OCCUPATIONAL THERAPY ENTRY OPTION

At this time, there is only one entry option into the doctor of occupational therapy program at Widener University.

Applicants holding a bachelor's degree in any discipline from Widener or another university may apply to the program under the entry-level OTD track. Students often include recent graduates and students seeking a career change. Students are encouraged to contact the program early to assess the need for completion of prerequisite coursework. Courses taken in preparation for entry may be completed at Widener or at another university or college.

ADMISSION GUIDELINES

Admission guidelines are established by the faculty in compliance with university standards for graduate programs. Admission to a graduate program of study will be restricted to students who demonstrate the capacity for graduate-level studies through performance on the Graduate Record Examination (GRE) and a satisfactory grade point average (GPA). GRE scores at or near the 50th

percentile for each component are expected for admission to the program. These are minimum requirements. Students offered acceptance into the program often exceed these minimums.

Students are required to have a 3.0 cumulative and prerequisite GPA and a 'C' or better in all the prerequisite courses.

The program will only accept applications via the Occupational Therapy Centralized Application Service (OTCAS), www.otcas.org. The soft deadline for completing applications via OTCAS is November 15 of each year, with a firm deadline of January 15 of each year. Applicants will receive notification of the receipt of application materials from OTCAS and will be kept apprised of the status of any outstanding materials. The review of applications takes place from November to April. Applicants will be notified when the decisions are made.

The following prerequisite courses are required for all domestic applicants:

- Anatomy & Physiology I w/ Lab (human preferred), 4 credits
- Anatomy & Physiology II w/ Lab (human preferred), 4 credits
- Physics (noncalculus-based acceptable, must include physics of light, sound, heat, electricity), 3 credits
- Statistical Methods, 3 credits
- Lifespan-Human Development (or equivalent), 3 credits
- Abnormal Psychology (or equivalent), 3 credits
- Sociology (any course) or Anthropology (preferably cultural), 3 credits

Three letters of recommendation are required:

- At least one from an occupational therapist
- At least one from a professor/faculty member

Only three letters are required, and any supplemental letters will not be included with your application. We do not accept recommendations from family members. You must submit your letters of recommendation in the OTCAS system.

SUPERVISED EXPERIENCE

The program requires a minimum of 20 hours of volunteer or paid experience in an occupational therapy setting in which the student is supervised by a licensed occupational therapist. We recommend that students have experienced at least two different clinical settings. Volunteer hours should be reported in the OTCAS system.

CLEARANCES

The program requires students to obtain criminal and child abuse clearances in each year of enrollment. A prior felony conviction may make a student ineligible for occupational therapy licensure and, therefore, ineligible for admission to the program. Prospective students who have had felony or other convictions should consult the Pennsylvania State Board of Occupational Therapy Examiners in Harrisburg (or other relevant licensure state boards) for licensure specifics.

Submission of health requirements, clearances, and successful completion of Professional Rescuer CPR and First Aid will be required prior to the start of the fall semester of the first year. Prior to matriculation, those admitted to the program must attest to their ability, with or without reasonable accommodation, to perform all essential functions described in the program's "Essential Functions" document.

INTERNATIONAL STUDENTS

International students should consult the International Student Services web page at www.widener.edu for international graduate student guidelines or contact the Office of International Student Services at Widener University, One University Place, Chester, PA 19013; phone: 610-499-4499.

TRANSFER CREDIT

No transfer credits will be accepted in the doctorate in occupational therapy program.

CURRICULUM OVERVIEW

Taking more than 18 credits in any semester will need the approval of the associate dean and faculty.

YEAR ONE Credits

Summer Session 7

OT 700	Professional Seminar	1
OT 708*	Anatomy	6

Fall Semester 18

OT 710	Foundations of Practice	3
OT 711	Human Functional Movement	3
OT 712	Pathological Conditions	2
OT 713	Contemporary OT Practice I: Client-Centered Interprofessional Collaboration	3
OT 714	Neuroanatomy	4
OT 730*	Client Management I	3

Spring Semester 17

OT 720	Assessment & Intervention I: Infancy to Pre-Adolescents	4
OT 721	Environments I: Understanding Social/Physical/Cultural Contexts	3
OT 722	Occupational Competence, Theory & Practice	3
OT 723	Contemporary OT Practice II: Client-Centered Civic Engagement	3
OT 724	Foundations in Teaching & Learning	2
OT 750*	EB Inquiry I	2

YEAR TWO Credits

Summer Session 11

OT 830	Assessment & Intervention II: Adolescents to Young Adult	4
OT 831	Evidence-Based Practice for OT	2
OT 833	Contemporary OT Practice III: Client-Centered EBP	3
OT 818*	Health Promotion/Wellness	2

Fall Semester 16

OT 840	Assessment & Intervention III: Adults	4
OT 841	Advanced Practice (UE)	4
OT 843	Contemporary OT Practice IV: Client-Centered Professional Reasoning	3
OT 844	Management, Theory & Practice	3
OT 940	Doctoral Capstone I: Program Planning	2

Spring Semester 17

OT 850	Assessment & Intervention IV: Older Adults	4
OT 851	Advanced Environments Assessment & Modification	3
OT 853	Contemporary OT Practice V: Leadership	3
OT 854	Ethics, Leadership, & Sociopolitical Trends	2
OT 855	Specialty Practice & Clinical Mastery	3
OT 950	Doctoral Capstone II: Literature Review & Program Proposal	2

YEAR THREE Credits

Summer Session 6

OT 860	Level II FWA	4
OT 861	Professional Reasoning	2

Fall Semester 7

OT 870	Level II FWB	4
OT 871	Advanced Professional Reasoning	2
OT 970	Doctoral Capstone III: Program Refinement	1

Spring Semester 12

OT 980	Doctoral Capstone IV: Program Evaluation & Dissemination	2
OT 981	Doctoral Capstone Experience	10

Total Credits 111

*Cross-listed PT course.

DEGREE REQUIREMENTS

To qualify for the doctor of occupational therapy degree, the candidate must:

- Comply with all general requirements of Widener University relating to the governance of graduate programs.
- Complete at least 111 credits of graduate coursework in the Widener occupational therapy program.
- Complete all of the degree requirements within a total of five calendar years from the date of first enrollment in the occupational therapy program.
- Complete all courses in a sequential fashion. Students must successfully complete coursework within each given semester and remain in good academic standing in order to progress to the next semester. Students must have completed all academic coursework and be in good academic standing to progress to Level II fieldwork.
- Successfully complete the academic and fieldwork portions of the curriculum.
- Maintain a minimum semester grade point average (GPA) of 3.0 in all occupational therapy coursework.
- Have a cumulative overall 3.0 GPA.
- Demonstrate appropriate professional behavior and conduct throughout all academic and fieldwork components.
- Successfully complete Level II fieldwork and doctoral capstone experience within 24 months beyond the date of completion of didactic coursework. In instances where there is more than 12 months of inactivity, faculty may require students to engage in competencies and/or other learning activities to assure fieldwork readiness.
- Must receive satisfactory reports and evaluations from all fieldwork educators to receive fieldwork credit ("Pass").
- Notify advisors in writing of intended graduation date.
- Pass all comprehensive examinations.
- Petition to graduate within the appropriate time frame specified by the registrar's office.

Please note that a waiver of any requirement for the degree must be approved in writing by the associate dean.

ACADEMIC POLICIES AND STANDARDS IN OCCUPATIONAL THERAPY

In addition to the policies and standards previously noted, the following are required in Widener's occupational therapy program:

- Any student who earns a semester GPA below a 3.0 will automatically be put on academic probation. If a student has

a second semester on probation at any time in the program, the student will be required to meet with the Academic Standards Review Committee. The committee will discuss performance issues and may dismiss the student from the program. This decision is made after careful consideration of the student's overall performance in the program. If a student has any additional semester on probation in any subsequent semester, he or she will be required to again meet with the Academic Standards Review Committee, which will determine if the student can continue in the program.

- If a student fails a course, that course may be repeated only once with permission of the Academic Standards Review Committee. The student may also be prohibited from moving forward in the lock-step program until those courses in which the student received a failing grade are repeated successfully. Successful completion of any repeated course requires a grade of B or better. After the student successfully repeats a failed course, both grades are recorded on the transcript but only the most recent grade is used in calculating the GPA. However, when a student is convicted under Widener's academic fraud policies, that student is prohibited from exercising the repeat-of-course option to remove the F grade (given as a result of fraud) from the GPA calculation. To graduate, students must achieve an overall GPA of 3.0 on a standard 4.0 system. No student will graduate from the occupational therapy program with an incomplete grade.
- If a student fails to meet the degree requirements in a timely manner, the school may dismiss the student. Once a student has been dismissed, he/she may no longer enroll in graduate programs of the university and may not apply for admission into another division of the university.
- If a student repeatedly fails courses, the school may dismiss the student. A student will be dismissed from the program when his/her cumulative average is below 3.0 and when a grade of C is received in a second course in the same semester. The student may petition the Academic Standards Review Committee for readmission. The committee may require the student to repeat those and other courses. Successful completion of a repeated course will require the student to achieve a grade of no less than a B. Failure to achieve a grade of B will result in dismissal from the program.
- Conduct inconsistent with the ethical and professional standards of the discipline, whether it occurs before or after matriculation, is grounds for dismissal from the program.
- The code of responsible conduct for graduate students requires that each student maintain academic integrity and act according to this code in all academic matters. Students are asked to read and sign the policy on academic integrity upon entering the program. They are also expected to abide by the code of ethics and uphold the standards of practice for occupational therapy as published by the American Occupational Therapy Association. Clinical integrity should model academic integrity. Students should refer to standards for clinical behavior published in the program's clinical education manual.
- After acceptance and prior to enrollment in the program, all students will receive the "Essential Functions" document to review and sign. This document outlines the essential functions of a occupational therapy student in the program at Widener. Students will attest to their ability to perform these essential functions with or without reasonable accommodations. If the

student needs accommodation, more information about reasonable accommodations can be obtained by contacting Disabilities Services.

- Misconduct outside the program that results in a felony conviction may make a student ineligible for licensure as a occupational therapist; hence, students who are convicted of a felony may be dismissed.

FIELDWORK AND DOCTORAL EXPERIENTIAL COMPONENT STANDARDS

FIELDWORK EDUCATION EXPERIENCE

Level I Fieldwork

- At the conclusion of each Level I fieldwork experience, the student's performance will be assessed using the Philadelphia Region Fieldwork Consortium's Level I Fieldwork Evaluation Form (Green Form). The student will also rate his/her individual performance using a separate copy of the form to enhance the student's ability to assess his or her own performance. Experience with self-assessment is critical for students to assist them with future development of professional goals.
- Students will also be asked to evaluate the fieldwork experience using the Philadelphia Region Fieldwork Consortium's Student Evaluation of Level I Fieldwork Form (Blue Form).
- Once the final evaluations are completed, reviewed and signed by the student and the fieldwork educator, the student will submit the evaluations to the academic fieldwork coordinator.
- Students who do not successfully complete a Level I fieldwork placement will be required to appear before a subgroup of the OT program faculty that includes, at a minimum, the academic fieldwork coordinator, program director, and faculty advisor. This faculty group will determine whether the student is permitted to repeat the fieldwork and/or may impose sanctions which can include probation, suspension, or dismissal from the program; and/or delay the student from engaging in the Level II fieldwork experience portion of the curriculum.

Level II Fieldwork

- A student must attain a minimum overall 3.0 GPA prior to enrolling in the Level II fieldwork experiences.
- At the midterm and final evaluation of each of the Level II fieldwork experiences, the student will also rate his/her individual performance using a separate copy of the AOTA Fieldwork Performance Evaluation (FWPE) tool as a method of facilitating the student's continued growth in developing professional goals.
- Students will be asked to evaluate the fieldwork education experience using the AOTA Student Evaluation of Fieldwork Experience (SEFWE) form. These evaluations will provide helpful information to the academic fieldwork coordinator regarding the site, fieldwork educator and practice setting.
- Once the final evaluations are completed, reviewed and signed by the student and the fieldwork educator, the fieldwork educator will submit the evaluations to the academic fieldwork coordinator.
- Based upon the ratings and comments provided by the fieldwork educator(s), the academic fieldwork coordinator will

assign a final grade for each experience completed by an individual student. The grades will be recorded as Pass or No Pass.

DOCTORAL EXPERIENTIAL COMPONENT (DEC)

- A student must attain a minimum overall 3.0 GPA prior to enrolling in the DEC.
- At midterm and final of the DEC, the faculty mentor and on-site mentor(s) collaboratively complete an assessment of the doctoral student’s performance using the Collaborative Mentor Evaluation of the OTD student.
- At the midterm and final evaluation of the DEC, the student will also rate his/her individual performance using a separate copy of the Collaborative Mentor Evaluation tool as a method of promoting discussion regarding performance and the learning process.
- Students will be asked to evaluate the DEC using the “SEDEC” form. These evaluations will provide helpful information to the DEC coordinator regarding the site, on-site mentor, and practice setting.
- Once the final evaluations are completed, reviewed, and signed by the student, on-site mentor, and faculty mentor, the faculty mentor will submit the evaluations to the DEC coordinator.
- Based upon the ratings and comments provided by the faculty mentor and on-site mentor, the DEC coordinator will assign a final grade for each experience completed by an individual student. The grades will be recorded as Pass or No Pass.

LEVEL II FIELDWORK AND DOCTORAL EXPERIENTIAL COMPONENT (DEC)

- If a No Pass grade is received for Level II fieldwork or the DEC, the academic fieldwork coordinator or DEC coordinator will determine if a student is entitled to remediate by completing additional learning activities, another Level II fieldwork or DEC, and/or if further time at that particular facility will meet the needs of the student. If the student is required to complete an additional experience, the respective coordinator will determine when and where the student will repeat the experience.
- Students who frequently display unprofessional behavior and/or judgment, or who are unable to address professional behavior concerns that have been identified by faculty, will be required to appear before a subgroup of the OT program faculty that includes, at a minimum, the academic fieldwork coordinator or DEC coordinator, program director, and faculty advisor. This faculty group may impose sanctions that can include probation, suspension, or dismissal from the program, and/or delay the student from engaging in the Level II fieldwork and/or DEC portion of the curriculum.
- Students must successfully complete Level II fieldwork and the DEC within 24 months beyond the date of completion of didactic coursework. In instances where there is more than 12 months of inactivity, faculty may require students to engage in competencies or other learning activities to assure readiness for Level II fieldwork and/or the DEC.
- Students must receive satisfactory reports and evaluations from all fieldwork educators/DEC mentors to receive fieldwork/DEC credit (Pass).
- Failure to complete the Level II fieldwork or DEC, student withdrawal, or having to be removed from a placement may result in a student’s dismissal from the program. Students

who need to repeat more than one Level II fieldwork and/or DEC due to unsatisfactory performance will be dismissed from the program.

- If a grade of “No Pass” is obtained in a fieldwork or DEC, a subgroup of OT faculty that includes, at minimum, the academic fieldwork coordinator or DEC coordinator, program director, and faculty advisor will determine whether the student is permitted to repeat the fieldwork or be dismissed from the program. If permission to repeat the fieldwork is granted, the student must develop a written plan of self-correction prior to being placed in another fieldwork.
- A fieldwork may be repeated only once, and the student must achieve a “Pass” grade on the second attempt. The decision to permit a student to repeat fieldwork or DEC is dependent on the fieldwork educator’s/DEC mentors’ verbal or written reports about student behavior with respect to adherence to site regulations, site schedule, ethical standards of conduct, or engagement in behavior that puts patient/client safety at risk.
- Students receiving a “No Pass” grade, including “Withdrawal” in fieldwork or DEC will receive an academic alert. The student must re-register and repeat the respective experience in order to progress in the program. Repetition of a fieldwork or DEC could delay graduation. Withdrawal for medical or personal reasons, approved by program faculty, will not result in an alert.
- A student must earn a grade of “Pass” in all fieldwork and the DEC in order to graduate.

MATRICULATION

A matriculated student is one who meets all entrance requirements and is pursuing an approved program that leads to a graduate degree.

ATTENDANCE

Students enrolled in graduate courses are considered to be mature students. For this reason, there is no general policy for attendance in graduate courses. However, with certain courses, it is appropriate for the instructor to make regular class attendance mandatory. Such policies will be announced during the first class meeting and included in the course syllabus.

GRADING IN OCCUPATIONAL THERAPY

Graduate students in the occupational therapy program are expected to maintain satisfactory progress toward their graduate degree. The graduate record for a student begins with the first course in which he/she enrolls and includes all subsequent courses.

Grading Scale:

94 and above	A
90 - 93	A-
87 - 89	B+
83 - 86	B
80 - 82	B-
77 - 79	C+
75 - 76	C
74 and below	F

Note: For specific information on grades, see “Grading System” in the “School of Human Professions Information” section.

Pass/No Pass—Almost all graduate courses in occupational therapy will give standard letter grades. The special nature of some courses will require that they be graded on a Pass/No Pass basis.

Students who elect to withdraw from a required occupational therapy course may not continue with the program unless permission is granted following review by the Academic Standards Review Committee.

GRADUATION

Students can officially graduate at the end of the fall, spring, and summer terms. Only one graduation ceremony is held each year. Commencement is in May following the spring semester. Students planning to graduate must file a petition. (For more information, see section titled “Degree Requirements.”)

ACCREDITATION

The entry-level doctorate in occupational therapy program has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE’s telephone number c/o AOTA is 301-652-AOTA and its Web address is www.acoteonline.org.

The program must be granted Candidacy Status, 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 (NBCOT). After successful completion of this exam, the individual will be an “Occupational Therapist, Registered” (OTR).

All states require licensure to practice; state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.

Courses

OT 700 OCCUPATIONAL THERAPY PROFESSIONAL SEMINAR

This course provides an overview of the fundamentals of the occupational therapy profession. Students are introduced to the occupational therapy doctoral program curricular themes, the AOTA practice framework, medical terminology, and the profession’s philosophy, code of ethics, concepts of professional reasoning, self-reflection, and self-assessment as they relate to reflective practice and successful performance as a professional. 1 semester hour

OT 708 ANATOMY (SAME AS PT 708)

This course covers the study of human anatomical structures as they relate to movement, physiological demands of activity, and exercise. Specimens, models, and videos aid a regional approach to the study of structures. The course consists of both lectures and laboratory experiences with pro-section and cadaver dissection. 6 semester hours

OT 710 FOUNDATIONS OF OCCUPATIONAL THERAPY PRACTICE

This course expands on the foundational concepts introduced in OT 700. Students learn about historical and philosophical foundations of the profession, occupational therapy models, theories and frames of reference, the OT process as it relates to AOTA practice framework, legislative mandates, and constraints. Students gain an understanding of the importance of being an

evidence-based practitioner and learn how to apply ethics, professional reasoning, and research to practice. Key official documents of the profession are examined. Prerequisite: OT 700. 3 semester hours

OT 711 HUMAN FUNCTIONAL MOVEMENT

This course covers the basic kinesiology and biomechanics of human movement, typical development of gross and fine motor skills, sensory reception and processing through the lifespan, concepts of motor control and motor learning, typical development and function of motor reflexes; atypical motor development, common motor patterns of persons with disabilities occurring throughout the lifespan, muscle tone abnormalities, and observational analysis of human movement. Prerequisite: PT 708/OT 708. 3 semester hours

OT 712 PATHOLOGICAL CONDITIONS

This course provides an overview of a variety of pathological conditions that are typically referred for occupational therapy assessment or intervention. The course is designed to apply the concepts and knowledge students learn in Anatomy and Foundations in Occupational Therapy Practice and to facilitate an appreciation of secondary conditions manifested as a result of the client’s status and culture and the link between disease/disability and occupational therapy. The course covers congenital anomalies; physical disabilities and secondary conditions (e.g., spinal cord injury, brain injury, CVA, Parkinson’s disease); acquired pathological conditions; nerve and plexus injuries, fractures, and dislocations; pathologic states associated with aging; cardiovascular disease; and behavioral health disorders. Prerequisite: PT 708/OT 708. 2 semester hours

OT 713 CONTEMPORARY OT PRACTICE I: CLIENT-CENTERED INTERPROFESSIONAL COLLABORATION

This course is the first of a 5-course seminar series that incorporates an experiential component and reflective learning. The overall purpose of the experiential aspect of this course is to provide students with exposure to clients and populations in community settings through guided observation and active participation. The seminar supports concepts presented in concurrent courses and serves to establish the foundation for reflective practice, professional behavior development, and understanding the client-practitioner relationship with a focus on interprofessional collaboration to maximize the person-environment-occupation fit. Class activities, complimented by the Level I fieldwork experience, focus on learning the skills involved in the client-practitioner and interprofessional team interactions. 3 semester hours

OT 714 FUNCTIONAL APPLIED NEUROANATOMY

Through classroom instruction, laboratory modules, and online learning opportunities, this course provides students with essential foundations of neuroanatomy, neurophysiology, and neurobehavioral processes. Within this foundation, students develop a strong understanding of the etiology, progression, neuroanatomical and neurophysiological basis and direct implications of diseases and disorders of, and insults to, the human nervous system. Concurrently, students begin to develop a repertoire of occupational therapy treatment techniques and understand how those interventions affect the nervous system and promote competent human activity. The neurophysiological and neuropharmacological basis of other allied health or medical interventions and their relationships and interactions with occupational therapy treatment are also addressed. Competency examinations are utilized throughout the course to ensure students are able to understand and apply concepts learned. 4 semester hours

**OT 720 ASSESSMENT AND INTERVENTION I:
INFANCY TO PRE-ADOLESCENCE**

Occupational therapy assessment and intervention approaches are explored as they apply to children from infancy through pre-adolescence whose lives have been affected by complex developmental, physical, psychological, cognitive, and neurological disorders. Students learn the historical and theoretical basis for a variety of assessment tools and client-centered intervention strategies. Learning activities designed to promote professional reasoning and collaborative team skills help students develop a repertoire of strategies to assess and analyze the child's occupational performance in context, establish goals appropriate to the individual and practice setting, and design client-centered, occupation-based intervention plans. Hands-on techniques, consultative models, reimbursement and practice domain challenges and opportunities, documentation strategies, patient/client and caregiver teaching, and theoretical constructs are explored. Adaptive equipment, assistive devices, group protocol and dynamics with children and families, and emerging technologies are examined. Finally, assignments and in-class activities with professionals from a variety of health and human services disciplines, including physical therapy, social work, clinical psychology, and human sexuality, will focus on developing a repertoire of strategies to enhance interprofessional collaboration and client-centered care. Prerequisites: OT 711 and OT 714. 4 semester hours

**OT 721 ENVIRONMENTS I: UNDERSTANDING AND
MODIFYING SOCIAL, PHYSICAL, AND
CULTURAL CONTEXTS**

This course introduces the social, physical, and cultural dimensions of the environment and the impact on behavior. Students are required to complete environmental assessments and learn to design and construct low technology occupational therapy environmental adaptations. Self-directed learning assignments provide opportunities for students to apply classroom knowledge to real-life situations. Assignments include an opportunity for students to collaborate with a community partner to complete an environmental assessment and identify potential interventions that promote greater congruence of the person-environment fit. Students demonstrate an understanding of the historical and theoretical basis for social, physical, and cultural adaptations. 3 semester hours

**OT 722 OCCUPATIONAL COMPETENCE,
THEORY, AND PRACTICE**

This course provides an in-depth exploration of the psychological, social, cultural, biological, and developmental dimensions of occupational performance across the lifespan and the relationship of those dimensions to occupational competence. The relationships of occupation to health and illness, occupational performance, and participation are examined. The focus is on understanding the complex nature of purposeful activity and the therapeutic use of occupations with persons or groups to facilitate performance and participation in activities, occupations, roles, and situations in home, school, workplace, and community settings. The process of theory development is also examined. Students operationalize the occupational therapy practice framework and use activity analysis and engagement to explore various occupations, expand their activity repertoire, and examine personal behaviors and communication styles. The impact of the physical, social, and cultural environments on occupational choice and the ability of individuals to adapt to environmental demands is explored. 3 semester hours

**OT 723 CONTEMPORARY OT PRACTICE II:
CLIENT CENTERED CIVIC ENGAGEMENT**

This course builds on OT 713 and contains the second level I fieldwork experience and seminar. Students continue to be exposed to clients and populations in community-based settings through guided observation and active participation. The seminar supports previously learned concepts and those in concurrent courses. Students develop the ability to demonstrate an understanding of the impact of civic engagement, culture, environment, and lifestyles on occupational choice and the choice of occupations for use in client-centered therapy in order to maximize the person-environment-occupation fit. Continued development of reflective practice and professional behaviors is a focus. Prerequisite: OT 713. 3 semester hours

**OT 724 FOUNDATIONS IN TEACHING
AND LEARNING PROCESSES**

This course provides students with an understanding of theories and taxonomies of individual learning preferences and levels of knowledge. Pedagogies appropriate to a variety of learning styles, skill levels, and knowledge acquisition are presented. Students learn how to assess the level of an audience in order to design and implement effective health literacy programs for clients, families, caregivers, educators, learners of all ages, regulators, and policy makers. Students utilize diverse educational methods to design, develop, analyze, critique, assess, and revise health literacy programs and materials. 2 semester hours

OT 730 CLIENT MANAGEMENT I (SAME AS PT 730)

This course consists of basic interventions administered by rehabilitation professionals in a clinical setting. Course includes basic mobility training, physical modalities, safety procedures, massage, and documentation, including electronic documentation. Lecture and laboratory components prepare students for direct patient care. 3 semester hours

OT 750 EVIDENCE-BASED INQUIRY I (SAME AS PT 750)

This course explores concepts of qualitative and quantitative research as a broad frame in formulating and answering relevant clinical research questions and fostering an understanding of principles of evidence-based clinical practice. Students are encouraged to compose questions in the context of contemporary health care and rehabilitation medicine practice that address etiology, diagnosis and screening, intervention, prognosis, economic impact, and harm. The course also focuses on examining issues in health care related to health status, body function and structure, activity, and participation. 2 semester hours

**OT 818 HEALTH PROMOTION AND WELLNESS
(SAME AS PT 818)**

This course marks the transition toward a leadership role at the students' assigned community health practicum site. Students learn how to conduct a needs assessment; create program mission, goals, and objectives; design and implement a health promotion program; and plan and conduct an evaluation of this program. The students engage in formal writing and creation of a poster presentation. 2 semester hours

**OT 830 ASSESSMENT AND INTERVENTION II:
ADOLESCENCE TO YOUNG ADULT**

Occupational therapy assessment and intervention approaches are explored as they apply to adolescents and young adults whose lives have been affected by complex developmental, physical, psychological, cognitive, and neurological disorders. Students learn the historical and theoretical basis for a variety of assessment tools and client-centered intervention strategies. Learning activities designed

to promote professional reasoning and collaborative team skills help students to develop a repertoire of strategies to assess and analyze the occupational performance in context, establish goals appropriate to the individual and practice setting, and design client-centered intervention plans. Hands-on occupation based techniques, consultative models, reimbursement and practice domain challenges and opportunities, documentation strategies, patient/client and caregiver teaching, and theoretical constructs are explored. Adaptive equipment, assistive devices, group protocols and dynamics, as well as emerging technologies are examined. Students complete interprofessional collaborative assignments and in-class activities that focus on developing a repertoire of strategies to enhance interprofessional collaboration and client-centered care. Professionals from a variety of health and human services professions including physical therapy, social work, clinical psychology, and human sexuality participate in this aspect of the course. Prerequisite: OT 720. 4 semester hours

OT 831 EVIDENCE-BASED PRACTICE IN OCCUPATIONAL THERAPY

This course expands on the knowledge learned in OT 750 and focuses on research principles and methodology specifically pertinent to the role and practice of occupational therapists. Students learn to be skillful consumers of research, builders of evidence, and assessors of occupational therapy outcomes. Successful completion of the course enables students to plan, conduct, and disseminate research for purposes of evidence building and outcomes assessment. In addition, this course supports development of a research perspective in students and fosters an understanding of research as a basis for professional competence. Students develop complex clinical questions, conduct a comprehensive literature search using multiple scholarly search engines and library resources, and complete culminating projects including a critically appraised paper and presenting outcomes of clinically appraised topics. Prerequisite: PT 750/OT 750. 2 semester hours

OT 833 CONTEMPORARY OT PRACTICE III: CLIENT-CENTERED EVIDENCE-BASED PRACTICE

This is the third course in the series of five level I fieldwork experiences and seminars. Students continue to gain exposure to clients and populations in community-based settings through guided observation and active participation. The focus of the learning experience includes the application of knowledge and skills learned through previous and current coursework, including observation, written and verbal communication, continued professional behavior development, individual and group participation with clients, beginning level assessments, and evidence-based, client-centered interventions. This fieldwork experience includes a weekly seminar that emphasizes professional behavior development, evidence-based practice, professional reasoning through learning activities, classroom analysis of observations, and reflective practice. Ties between didactic and clinical/community practice are strengthened facilitating deeper understanding of the dynamic relationship between the person, their environment, and meaningful occupations to maximize occupational performance. Prerequisite: OT 723. 3 semester hours

OT 840 ASSESSMENT AND INTERVENTION III: ADULTS

Occupational therapy assessment and intervention approaches are explored as they apply to adults experiencing physiological, musculoskeletal, cognitive, psychological, neurological impairments, or other medical conditions that impact function, health, and participation. Students learn the historical and theoretical basis for a

variety of assessment tools and client-centered intervention strategies. Learning activities designed to promote professional reasoning and collaborative team skills help students to develop a repertoire of strategies to assess and analyze occupational performance in context, establish goals appropriate to the individual and practice setting, and design client centered occupation based intervention plans. Hands-on techniques, consultative models, reimbursement and practice domain challenges and opportunities, documentation strategies, patient/client and caregiver teaching, and theoretical constructs are explored. Adaptive equipment, assistive devices, group protocols and dynamics, and emerging technology are examined. Finally, assignments and in-class activities focus on developing a repertoire of strategies to enhance interprofessional collaboration and client-centered care with a wide array of health and human services professionals. 4 semester hours

OT 841 ADVANCED PRACTICE

Expanding on what was learned in OT 730, this course provides an in-depth examination of upper extremity rehabilitation. Students learn clinical skills and the professional reasoning process that guides occupational therapy upper extremity rehabilitation in various practice contexts. Students learn and practice a multitude of assessments, client-centered intervention planning and documentation. Skills are practiced in hands-on laboratory environments. This course includes competencies in safe clinical practice when using the following advanced practice techniques: physical agent modalities (PAMs); fabrication and application of static and dynamic splinting devices; wound care; kinesiotaping; joint mobilization; post-surgical techniques; and, upper quadrant interventions. The need for advanced certification as well as parameters for referral to and collaboration with other disciplines are addressed. Prerequisite: PT 730/OT 730. 4 semester hours

OT 843 CONTEMPORARY OT PRACTICE IV: CLIENT-CENTERED PROFESSIONAL REASONING;

This course continues to build on the previous level I fieldwork experiences and seminar courses. The overall purpose of the fieldwork experience is to provide students with exposure to clients and populations in community-based settings through guided observation and active participation. The fieldwork experience is enhanced through additional community engagement opportunities, including the student run pro-bono clinic. The focus of the learning experience includes the application of knowledge and skills learned through previous and concurrent coursework, including observation, written and verbal communication, professional behavior, individual and group participation with clients and populations, beginning level assessment and client-centered intervention, and professional reasoning. The seminar component emphasizes continued professional behavior development, and professional reasoning focusing on the person-environment-occupation fit through learning activities, classroom analysis of observations and reflective practice. Ties between didactic and clinical practice are strengthened. Co-requisite: OT 833. 3 semester hours

OT 844 MANAGEMENT, THEORY, AND PRACTICE

This course addresses the role of the occupational therapist as a manager of OT services. Students explore delivery models, policies, and systems used in current and emerging practice environments. Leadership and management theories, principles, and practices of administration, supervision, and consultation, state and national regulations as they apply to diverse practice environments (e.g., hospitals, school systems, and community agencies) are addressed. All elements of strategic planning, program planning, and implementation including financial management,

reimbursement for services, budget formulation, personnel management, marketing, program evaluation, and continuous quality improvement are addressed. 3 semester hours

**OT 850 ASSESSMENT AND INTERVENTION IV:
OLDER ADULTS**

Occupational therapy assessment and intervention approaches are explored as they apply to older adults whose lives have been affected by complex developmental, physical, psychological, cognitive and neurological disorders. Students learn the historical and theoretical basis for a variety of assessment tools and client-centered intervention strategies. Learning activities designed to promote professional reasoning and collaborative team skills help students develop a repertoire of strategies to assess and analyze occupational performance in context, establish goals appropriate to individuals and practice settings, and design client-centered intervention plans. Hands-on occupation-based techniques, consultative models, reimbursement and practice domain challenges and opportunities, documentation strategies, patient/client and caregiver teaching, and theoretical constructs are explored. Adaptive equipment, assistive devices, group protocols and dynamics, and emerging technologies are examined. Finally, assignments and in-class activities focus on developing a repertoire of strategies to enhance interprofessional collaboration and client-centered care with representatives from numerous other health and human services professions. Prerequisite: OT 840. 4 semester hours

**OT 851 ADVANCED ENVIRONMENTS ASSESSMENT
AND MODIFICATIONS**

This course builds on OT 721 and provides an in-depth exploration of the social, cognitive, psychological, physical, and cultural dimensions of the environment. The impact of the environment on behavior and the individual's ability to mount an adaptive response are examined. Students are exposed to tools and strategies for integrating environmental control units, powered mobility, computer hardware and software, augmentative communication, and low vision and hearing impairment devices in order to promote congruence of the person-environment fit. Self-directed learning assignments provide opportunities for students to apply classroom knowledge to real-life situations. Prerequisite: OT 721. 3 semester hours

**OT 853 CONTEMPORARY OT PRACTICE V:
LEADERSHIP**

This course is the final of a five-course series that contains the level I fieldwork experience and seminar. Overall, the purpose of the level I experience continues to provide students with exposure to clients and populations in a variety of community-based settings through guided observation and active participation. The focus of this learning experience includes the application of knowledge and skills learned through prior and concurrent coursework to maximize the understanding and impact of the person-environment-occupation fit on engagement in meaningful occupations and life roles. Skilled observation, written and verbal communication, professional behavior development, individual and group participation, assessment and client-centered intervention skills, and leadership techniques are key elements of this course. Course includes a weekly seminar that emphasizes continued professional behavior development, leadership skill acquisition, and client-centered professional reasoning through learning activities, classroom analysis of observations, and reflective practice in order to strengthen the connection between didactic and clinical experiences. Prerequisite: OT 843. 3 semester hours

**OT 854 ETHICS, LEADERSHIP, AND
SOCIOPOLITICAL TRENDS**

This course provides students with an understanding of leadership imperatives and practices and the social contexts where occupational therapy and other health and human services are delivered. The socioeconomic, political, geographic, and demographic factors that influence population health and exacerbate risk factors for health and social inequity are examined. Federal and state systems and structures that create regulatory and legislative policies are discussed. Current and emerging federal and state-specific liability issues and professional requirements for obtaining and maintaining licensure, certification, or registration as a professional occupational therapist who engages in varied roles including practitioner, educator, researcher, advocate, administrator, entrepreneur, and consultant are addressed. Ethical dimensions related to the practice of occupational therapy are examined using key official and legal documents such as the AOTA Code of Ethics and Ethics Standards and the AOTA Standards of Practice. State-specific documents such as the Pennsylvania, New Jersey, and Delaware OT Practice Acts are also examined. Students apply and critique a variety of conceptual approaches to resolving ethical dilemmas related to professional interactions, client interventions (direct and indirect), leadership roles, documentation, cultural competence, and clinical research. 2 semester hours

**OT 855 SPECIALTY PRACTICE AND
CLINICAL MASTERY**

This course involves the integration and application of previously acquired knowledge and clinical skills. Clinical skill competency and integration of content knowledge are assessed through various learning activities and practical competencies. Students learn about current specialty areas of practice, including both traditional and non-traditional settings and approaches and identify interventions to improve overall occupational performance. Traditional specialty practice includes diagnoses such as burns, pain management, and lymphedema. Non-traditional specialty practice includes emerging, community-based practice settings and approaches in the tri-state area for those underserved in representation of occupational therapy services. Current examples include addiction; immigration, specifically learning challenges with children and youth; homeless populations; and accessibility to cultural venues. Faculty will continually scan and evaluate areas of need. 3 semester hours

OT 860 LEVEL II FIELDWORK A

The fieldwork component of the curriculum provides students with an in-depth experience in delivering occupational therapy services to clients in practice settings. Students integrate knowledge and skills gained through classroom, experiential, and self-directed learning experiences to achieve entry-level practice competence by the end of the fieldwork experience. Students complete two full-time, 12-week fieldwork placements following didactic coursework. Successful completion of the fieldwork education component is a requirement for graduation from the occupational therapy program. Prerequisite: Students must successfully complete the practical competency exam in OT 855. Co-requisite: OT 861. 4 semester hours

OT 861 PROFESSIONAL REASONING

Integrated with the level II fieldwork experience, this professional reasoning course provides the foundation for the analysis of constructs that inform daily practice decisions. Students are challenged to transfer their level II fieldwork experiences and

academic knowledge and skills of data gathering, activity analysis, and intervention planning to the dynamic and challenging practice environment through the process of professional and clinical reasoning. Specific concepts of professional reasoning in relation to the therapeutic use of self and occupations is defined and discussed through client stories and opportunities to observe and question expert practitioners. Use of scientific literature to validate practice decisions and reframe client problems and therapy interventions is explored. Emphasis is placed on establishing routine professional reasoning skills through the electronic classroom, fieldwork experience, and group discussions. Co-requisite: OT 860. 2 semester hours

OT 870 LEVEL II FIELDWORK B

The fieldwork component of the curriculum provides students with an in-depth experience in delivering occupational therapy services to clients in practice settings. Students integrate knowledge and skills gained through classroom, experiential, and self-directed learning experiences to achieve entry-level practice competence by the end of the fieldwork experience. This course is the second required full-time, 12-week fieldwork placement that follows completion of didactic coursework. Successful completion of the fieldwork education component is a requirement for graduation from the occupational therapy program. Co-requisite: OT 871. 4 semester hours

OT 871 ADVANCED PROFESSIONAL REASONING

Advanced professional reasoning is an in-depth critique of constructs that seminar students are using to inform daily practice decisions during level II fieldwork. Students continue to develop and utilize professional reasoning concepts to reflect on occupational therapy practice. Students use literature and evidence-based studies to validate practice decisions and reframe client problems and therapy interventions. Emphasis is placed on articulating the professional reasoning process with other healthcare professionals in designated work environments. In addition, students begin to prepare for the National Board for Certification in Occupational Therapy (NBCOT) exam through practice questions and reflective responses. The culmination of this course is a competency examination. Advanced professional reasoning is conducted using electronic classroom, fieldwork experience, instructor guidance, and group discussion. Co-requisite: OT 870. 2 semester hours

OT 940 DOCTORAL CAPSTONE I: PROGRAM PLANNING

This is the first of the doctoral capstone series. This course is taken concurrently with OT 844. Students are assigned their doctoral capstone site and perform a community onsite contextual SWOT analysis and needs assessment. The knowledge gained in this course will be built upon in future capstone courses. Prerequisite or co-requisite: OT 844. 2 semester hours

OT 950 DOCTORAL CAPSTONE II: LITERATURE REVIEW AND PROGRAM PROPOSAL

Building on OT 940, this course prepares students for the design and implementation of the OTD capstone project. Students perform an in-depth literature review based on the results of the needs assessment. Utilizing current literature and incorporating information obtained from the contextual analysis and needs assessment, the students create a program proposal that will be implemented during their capstone experience. Prerequisite: OT 940. 2 semester hours

OT 970 DOCTORAL CAPSTONE III: PROGRAM REFINEMENT

This is the third capstone course and builds on OT 950. Students work with faculty mentors and a capstone site supervisor to critically review the program proposal created in OT 950 and focus on program refinements and address consumer access to OT services. Students, faculty, and site administrators use distance learning methodology for mentoring and feedback throughout the semester. Prerequisite: OT 950. 1 semester hour

OT 980 DOCTORAL CAPSTONE IV: PROGRAM EVALUATION AND DISSEMINATION

This is the final capstone course and is completed following the doctoral capstone refinement experience. In this course, students complete a program evaluation of the experience and disseminate their capstone project and disseminate the findings from their scholarly work, relating theory to practice and demonstrating synthesis of advanced knowledge. Students present their doctoral project and discuss findings in a professional forum. Prerequisite: OT 970. Co-requisite OT 981. 2 semester hours

OT 981 DEC

This doctoral capstone component is an in-depth experience in one or more of the following student-selected areas: clinical practice, research, administration, leadership, program and policy development, advocacy, education, and theory development. Students carry out the program plan executed in the previous capstone courses. This experience to develop advanced skills is a minimum of 16 full-time weeks (640 hours). Evaluation of individualized objectives occurs under the joint supervision of a faculty member and a mentor with expertise in one of the above areas. Prerequisite: Students must successfully complete Fieldwork Level II A and B and a competency exam administered in OT 871. Co-requisite: OT 980. 10 semester hours

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