

Master of Occupational Therapy (MOT) (OTA-MOT Bridge)



Program Highlights				Admission Requirements	
Program Director		Sheri Montgomery, EdD, OTD, OTR/L, FAOTA sheri.montgomery@rm.edu		• Completion of OTCAS application • Completion of a bachelor's degree from a regionally accredited institution, minimum GPA of 3.0. No single course graded less than 2.0 • Written Essay -no word limit • Three letters of recommendation (Professional) • One year experience as a certified occupational therapy assistant: 1500 hours/avg 30 hours per week • Proof of initial NBCOT certification • Resumé/CV • International or ESL application required to submit TOEFL/iBT with overall score of at least 92, with the following minimum section requirements: ○ Reading: 20 ○ Listening: 20 ○ Speaking: 20 ○ Writing: 20 • Direct and regular access to high-speed internet to participate in instruction. *See University Website for all specific requirements	
Quick Facts					
Semesters	Credits	Starts	Program Style		
5	68	Fall 2025	Limited-Residency		
Unique Program Highlights					
Diversity	Focus and value on diversity among students and faculty.				
Interprofessional partnership	Didactic courses, special topics, and/or clinical laboratory in partnership with the College of Optometry and Clinical Mental Health Counseling programs.				
Psychosocial Considerations	All assessment/intervention-based courses incorporate understanding/addressing psychosocial factors across the lifespan.				
Accreditation The entry-level occupational therapy master's degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. 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 preaccreditation 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). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.					

Program Description:

The mission of the Master of Occupational Therapy (MOT) program (OTA-MOT Bridge) is to develop occupational therapy assistants into employable occupational therapy practitioners who are diverse, knowledgeable, innovative, reflective, and able to affect and adapt to change. Through the lens of occupation-based practice and innovative teaching and learning interventions, our graduates will be able to navigate the ever-changing social and healthcare landscape while attending to diversity, disparity, and determinants of health and well-being for individuals, groups, and populations.

The program is delivered via a limited residency model, with both online and onsite components. Students will be on campus for five consecutive days, during the 4th week of semesters 1 and 2, and the 13th week of semester 3. Students will experience a thorough curriculum consisting of didactic and experiential (fieldwork) courses to be completed in the last year of the program, in two semesters (12 weeks each). There are a total of 68 credit hours required for the successful completion of the program, including the credits earned via experiential fieldwork.

This is a full-time hybrid program that requires attendance during daytime hours for virtual classes. Due to the demands of a graduate program, full-time employment is not recommended.

Students will take a practice Occupational Therapy Knowledge Examination (OTKE) while in the program, which will provide feedback and prepare them for the National Board for Certification in Occupational Therapy (NBCOT) exam.

The teaching and learning philosophy in the MOT Program (OTA-MOT Bridge) aligns with AOTA's Philosophical Statement on Education (2018) "is a collaborative process that builds on prior knowledge and experience; continuous professional judgment, evaluation, and self-reflection, and lifelong learning and continuous advocacy for the profession and society's occupational needs." Using evidenced-based andragogy, the curricular and instructional design are influenced by adult learning theory, constructivism, and self-regulated learning. Further, the faculty employs instructional technologies that are not only effective through current best evidence but are durable and accessible to all. Evaluating student performance values an eclectic approach using various assessment methods to support diverse learning preferences yet focusing on preparing students to complete the national thresholds for competency in occupational therapy successfully.

Program Outcomes:

Upon completion of the RMU Master of Occupational Therapy (OTA-MOT Bridge) program, graduates will:

- 1) Demonstrate knowledge of the occupational therapy process (within the OTPF-4) and an ability to integrate and apply this knowledge to the care of their clients.
- 2) Differentiate between the interventions aimed to remediate or compensate for increasing the client's participation and/or performance in meaningful activities across occupations, populations, conditions, and contexts.
- 3) Explain the implications of psychological, socioeconomic, cultural, and spiritual dimensions of human health and illness and tailor their approach to evaluating and managing clients to optimize participation and performance in meaningful occupations.
- 4) Identify effective evidence-based interventions for the remediation or adaptation of occupational performance deficits to enable increased participation and quality of life.
- 5) Articulate specific types of clinical-related research and scholarship that can be conducted in clinical practice.

- 6) Demonstrate the ability to implement all aspects of the occupational therapy process (within the OTPF-4) and an ability to integrate and apply this knowledge to the care of their clients.
- 7) Demonstrate the ability to integrate psychosocial assessment and interventions in conjunction with the occupational therapy process across conditions, populations, contexts, and practice settings.
- 8) Demonstrate effective clinical problem-solving, reasoning, and decision-making by developing comprehensive client-centered evaluation and treatment plans.
- 9) Apply principles of evidence-based practice and high proficiency digital literacy skills to quickly access, critically evaluate, and apply high-quality evidence-based information to unique clients at various points of the occupational therapy process.
- 10) Effectively collaborate with members of the healthcare team to provide comprehensive client-centered care across the lifespan.
- 11) Utilize evidence-based client engagement, communication strategies and therapeutic use of self to provide compassionate, innovative, ethical, and effective occupational therapy care.
- 12) Demonstrate the capacity to learn and engage in client-centered practice reflectively, with a critical awareness of the scope and limits of one's knowledge, skills, and attitudes and the occupational therapy scope of practice.
- 13) Apply types of clinically related research design, methodology and analysis that demonstrate advanced knowledge in a traditional, emerging, or specialized practice setting.
- 14) Commit to incorporating occupation-based practice across populations, conditions, contexts, and practice settings.
- 15) Uphold high ethical standards and demonstrate sensitivity and responsiveness to the unique needs of individual clients/patients including consideration of culture, race, ethnicity, age, gender, sexual orientation, and disabilities.
- 16) Demonstrate respect, compassion, integrity, and accountability to patients, society, and the occupational therapy profession.
- 17) Create and sustain sound professional relationships with clients/patients and members of the healthcare team.
- 18) Demonstrate emotional resilience, emotional stability, adaptability, and flexibility. Further, demonstrate tolerance of ambiguity and anxiety with an awareness of the importance of maintaining one's own well-being.

Program Outline

	Course Code & Title	Credits
Didactic Courses (26 courses, 52 credits required):		
	MOT 601 Fundamentals of Occupational Therapy *	2
	MOT 602 Anatomy for OT***	2
	MOT 603 Neuroscience in OT**	2
	MOT 605 Human Movement & Performance***	2
	MOT 606 Occupations Across the Lifespan*	2
	MOT 608 Leadership, Management, & Entrepreneurship for OT**	2
	MOT 610 Culture & Occupation*	2
	MOT 613 OT for Children/Youth: Conditions & Participation*	1
	MOT 616 Advocacy in OT: Policy, Legal, & Ethical Contexts*	2
	MOT 617 Pediatric Evaluation & Intervention ***	3
	MOT 618 OT for Adults with Neurological & Physical Conditions*	1
	MOT 620 Scholarly Inquiry I**	3
	MOT 621 Scholarly Inquiry II**	3
	MOT 623 OT for Adults with Psychosocial Conditions*	1
	MOT 625 Adult Physical & Neurological Evaluation & Intervention I***	3
	MOT 626 Evaluation & Intervention for Psychosocial Performance***	2
	MOT 627 Adult Physical & Neurological Evaluation & Intervention II *	2
	MOT 630 Health & Wellness in OT Practice*	2
	MOT 631 Program Development for Community Health**	2
	MOT 635 Assistive Technology & Environmental Design***	3
	MOT 641 Older Adults Clinical Conditions in OT*	1
	MOT 643 Older Adults Evaluation & Intervention***	3
	MOT 650 Advanced Topics***	3
	MOT 670 A Research Practicum**	1
	MOT 670 B Research Practicum**	1
	MOT 670 C Research Practicum**	1
Didactic Courses Required Credits:		52
Fieldwork Courses (4 courses, 16 credits required)		
	MOT 619 Level I A Fieldwork (1 week or equivalent) ^	1
	MOT 629 Level I B Fieldwork (1 week or equivalent) ^	1
	MOT 651 Level II A Fieldwork (12 weeks) ^	7
	MOT 652 Level II B Fieldwork (12 weeks) ^	7
Fieldwork Courses Required Credits:		16
Total Program Required Credits:		68

^Clinical/Fieldwork

*Online-Asynchronous learning

**Online-Asynchronous learning with scheduled or occasional synchronous sessions

***Hybrid-Scheduled synchronous learning and onsite learning components

Program Calendar

Semester	Block	Courses	Credits	Delivery Method	
Semester 1 Fall 2027	1	MOT 601 Fundamentals of Occupational Therapy	2	Online	
		MOT 602 Anatomy for OT	2	Hybrid	
		MOT 605 Human Movement & Performance	2	Hybrid	
		MOT 606 Occupations Across the Lifespan	2	Online	
		MOT 613 OT for Children/Youth: Conditions & Participation	1	Online	
		Block 1 Total:	9		
	2	MOT 603 Neuroscience in OT	2	Online	
		MOT 610 Culture & Occupation	2	Online	
		MOT 618 OT for Adults with Neurological & Physical Conditions	1	Online	
		MOT 620 Scholarly Inquiry I	3	Online	
		MOT 623 OT for Adults with Psychosocial Conditions	1	Online	
Block 2 Total:		9			
Semester 1 Total			18		
Semester 2 Winter 2028	1	MOT 617 Pediatric Evaluation & Intervention	3	Hybrid	
		MOT 619 Level I A Fieldwork (1 week or equivalent)	1	Fieldwork	
		MOT 625 Adult Physical & Neurological Evaluation & Intervention I	3	Hybrid	
		MOT 626 Evaluation & Intervention for Psychosocial Performance	2	Hybrid	
		Block 1 Total:	9		
	2	MOT 616 Advocacy in OT: Policy, Legal, & Ethical Contexts	2	Online	
		MOT 621 Scholarly Inquiry II	3	Online	
		MOT 627 Adult Physical & Neurological Evaluation & Intervention II	2	Online	
		MOT 629 Level I B Fieldwork (1 week or equivalent)	1	Fieldwork	
		MOT 670 A Research Practicum	1	Online	
Block 2 Total	9				
Semester 2 Total:			18		
Semester 3 Summer 2028	1	MOT 608 Leadership, Management, & Entrepreneurship for OT	2	Online	
		MOT 630 Health & Wellness in OT Practice	2	Online	
		MOT 631 Program Development for Community Health	2	Online	
		MOT 641 Older Adults Clinical Conditions in OT	1	Online	
		MOT 670 B Research Practicum	1	Online	
		Block 1 Total:	8		
	2	MOT 635 Assistive Technology & Environmental Design	3	Hybrid	
		MOT 643 Older Adults Evaluation & Intervention	3	Hybrid	
		MOT 650 Advanced Topics	3	Hybrid	
		MOT 670 C Research Practicum	1	Online	
Block 2 Total	10				
Semester 3 Total:			18		
Semester 4 Fall 2028	1 & 2	MOT 651 Level II A Fieldwork (12 weeks)	7	Fieldwork	
		Semester Total:	7		
Semester 5 Winter 2029	1 & 2	MOT 652 Level II B Fieldwork (12 weeks)	7	Fieldwork	
		Semester Total:	7		
	Total Program Required Credits:			68	
	Four-year deadline for program completion from start of program.				

Course Descriptions

Didactic Courses:

MOT 601 Fundamentals of Occupational Therapy (2 credits; Online)

This course introduces learners to the foundational scope, principles, and evolving role of the occupational therapy profession. Through critical exploration and application of the profession's guiding documents, learners deepen their understanding of the history, values, ethics, and standards shaping contemporary OT practice. Learners actively engage in comparing theories, applying key frameworks to real-world contexts, and reflecting on their own professional identity as developing occupational therapists, setting the stage for continued growth in advanced practice.

MOT 602 Anatomy for OT (2 credits; Hybrid)

This course provides an in-depth, applied study of human anatomical structures essential for goal-directed movement and active engagement in meaningful occupations. Using a regional approach, learners explore the human body with a focus on clinical relevance to occupational therapy practice. Learning experiences include virtual models, multimedia, and on-campus lab sessions using cadavers to enhance understanding. Learners actively integrate prior clinical knowledge with new anatomical content, apply critical thinking to real-life OT scenarios, and reflect on the relationship between structure and function in human occupation, translating anatomical knowledge into safe, effective, evidence-based practice.

MOT 603 Neuroscience in OT (2 credits; Online)

This course introduces learners to fundamental neuroscience concepts essential for advanced occupational therapy practice. Learners examine the structure and function of the human nervous system with a focus on how neuroanatomical relationships influence clinical signs, symptoms, and occupational performance. The course provides foundational knowledge for interpreting common neurological conditions and for applying this understanding in evidence-based assessment and intervention planning. Learners' prior experience, intrinsic motivation, and need for practical, relevant application supports active engagement through virtual models, cadaver-based lab sessions, and case-based analysis, ensuring the translation of complex neuroanatomy into meaningful, client-centered practice. *Prerequisites: MOT 602*

MOT 605 Human Movement & Performance (2 credits; Hybrid)

This course provides an applied study of normal and pathological human movement, integrating principles of biomechanics, kinesiology, osteokinematics, and arthrokinematics. Learners analyze how the body's joints and tissues enable or limit functional movement, and how these movements support engagement in meaningful occupations. Through interactive simulations, video observation, lab activities, and hands-on practice, learners apply core concepts to evaluate posture, gait, range of motion, manual muscle testing, and functional performance. On-campus labs reinforce psychomotor skill development and critical thinking through real-world functional assessments.

MOT 606 Occupations Across the Lifespan (2 credits; Online)

This course examines how occupational performance evolves across the lifespan and is influenced by temporal, environmental, and sociocultural factors through case-based learning, simulation, and authentic practice connecting directly to learners' prior clinical experiences. Learners explore the essential role of occupation in supporting physical, social, and mental development, participation in daily activities, survival, health, and well-being. Learners will revisit foundational occupational therapy theories, models, and frames of reference that guide the organization, assessment, and interpretation of occupational performance for individuals and populations. Using a systematic approach to activity analysis, learners apply these concepts to analyze, adapt, and optimize occupational engagement, while encouraging reflection on how occupation shapes health and participation.

MOT 608 Leadership, Management, & Entrepreneurship for OT (2 credits; Online)

This course prepares learners to understand, apply, and lead core management, administration, and entrepreneurial practices within the profession of occupational therapy. Learners explore the principles of financial planning, budgeting, marketing and branding, strategic planning, space design, and leadership competencies essential for developing and operating healthcare organizations. Through evidence-based guidelines and current practice trends, learners apply critical reasoning to develop sustainable business strategies that support the delivery of high-quality, client-centered occupational therapy services. This course uses authentic, problem-centered activities, collaborative discussions, and the creation of an executive business summary to connect learning directly to learners' professional goals through active engagement and real-world scenarios. *Prerequisites: MOT 601*

MOT 610 Culture & Occupation (2 credits; Online)

This course provides an in-depth exploration of the complex relationship between culture and occupation as life-sustaining, purposeful, and meaningful activities. Learners critically examine how cultural values, beliefs, customs, and practices shape occupational engagement, identity, and participation across the lifespan for diverse populations. Emphasizing cultural humility, this course integrates the development of cultural sensitivity, communication skills, advocacy, and application of culturally responsive practices in occupational therapy. Through authentic, problem-centered activities and reflective learning, learners connect course content to real-world practice and their own evolving roles as occupational therapists by combining experiential assignments, community interaction, and critical reflection. *Prerequisites: MOT 601, MOT 606*

MOT 613 OT for Children/Youth: Conditions & Participation (1 credit; Online)

This course provides foundational and advanced knowledge of clinical conditions affecting children and adolescents, including physical, neurological, and psychosocial impairments and disabilities. Learners examine typical occupational performance challenges encountered in pediatric practice and apply evidence-based professional reasoning to evaluate and plan interventions. Emphasis is placed on

understanding the interaction between developmental conditions, social determinants of health, and public health factors that shape participation and well-being for children and youth.

MOT 616 Advocacy in OT: Policy, Legal, & Ethical Contexts (2 credits; Online)

This course examines the policy, legal, and ethical issues that influence the scope and delivery of occupational therapy services. Learners gain the knowledge and practical skills needed to advocate for clients and the profession, navigate complex policy landscapes, and lead effectively within healthcare systems. Through a blend of evidence-based exploration, real-world analysis, and reflective discussion, learners critically analyze contextual factors, propose solutions to legal and ethical challenges, and develop strategies to empower clients and communities. The course emphasizes ethical decision-making, leadership development, and lifelong learning, which honor learners' prior experiences and focus on relevance and practical application. *Prerequisites: MOT 601, 610*

MOT 617 Pediatric Evaluation & Intervention (3 credits; Hybrid)

This course focuses on the evaluation and intervention planning processes for children and youth with diverse developmental, physical, behavioral, and psychosocial needs. Learners gain advanced skills in screening, assessment, and interpretation using both standardized and non-standardized tools. Emphasis is placed on integrating the Occupational Therapy Practice Framework (OTPF-4) and theoretical models to guide client-centered, culturally responsive, evidence-based practice. Learners apply professional reasoning to design and implement occupation-based intervention plans that address key domains such as feeding and eating, orthotics, motor skills, ADLs, leisure, and sleep. This course encourages learners to build upon foundational knowledge, apply and integrate skills, reflect on their roles, and develop strategies for continuous professional learning. On-campus lab sessions provide hands-on practice in evaluation techniques, intervention strategies, and the use of technology and telehealth in pediatric practice. *Prerequisites: MOT 606, MOT 613*

MOT 618 OT for Adults with Neurological & Physical Conditions (1 credit; Online)

This course provides learners with an integrated understanding of major neurological and physical diseases, injuries, and conditions that affect adult occupational performance. Learners will analyze diagnostic and evidence-based intervention approaches through a medical and holistic lens, while considering social determinants of health that impact outcomes.

MOT 620 Scholarly Inquiry I (3 credits; Online)

This course provides learners with foundational knowledge and applied skills in qualitative research design, methodology, and scholarly writing, emphasizing the role of qualitative inquiry in advancing occupational therapy practice. Learners will examine the hierarchy of evidence, compare qualitative and quantitative approaches, and explore philosophical and ethical assumptions that shape qualitative research. The course emphasizes evidence searching (e.g., PubMed, Index Medicus), critical appraisal, and the construction of scholarly documents in APA format. Learners gain experience applying qualitative methods to real-world clinical issues, including designing research

questions, collecting and analyzing data, and evaluating published qualitative studies. This course emphasizes critical reflection and the practical integration of research knowledge into the learners' professional contexts.

MOT 621 Scholarly Inquiry II (3 credits; Online)

This course equips learners with foundational and applied skills in quantitative research design, evidence appraisal, and scholarly critique to support evidence-based practice. Learners explore the hierarchy of evidence, develop clinical questions, and apply quantitative research and ethical principles to judge diagnostic tests, standardized assessments, outcome measures, and the effectiveness of interventions for individuals, populations, or organizations. Learners will strengthen their information literacy through structured literature searches, critical analysis of research designs, and statistical interpretation. Learners will gain practical experience developing a critically appraised paper article critiques, evidence tables, and a research prospectus, applying knowledge to real-world clinical scenarios. *Prerequisites:* MOT 620

MOT 623 OT for Adults with Psychosocial Conditions (1 credit; Online)

This course provides learners with foundational knowledge of the psychological, behavioral, and neurocognitive conditions commonly addressed by occupational therapists across diverse practice settings—including community, inpatient, outpatient, and emerging contexts. Learners will also examine social determinants of health, developing a holistic perspective on how environmental, social, and cultural factors affect participation and well-being, while fostering critical thinking and meaningful application.

MOT 625 Adult Physical & Neurological Evaluation & Intervention I (3 credits; Hybrid)

This course is the first in a two-course sequence focusing on the evaluation and analysis of adult occupational performance, emphasizing physical and neurological functions. Learners explore typical and atypical performance patterns, participate in occupation-based assessment and analysis, and learn to interpret findings to inform intervention planning. Learners will develop evidence-based professional reasoning and apply theoretical models to guide their evaluative and intervention decisions. The course emphasizes screening, standardized and non-standardized assessment, interpretation of data, and safe, ethical practice with diverse adult populations all of which guide occupation focused interventions. An on-campus lab component provides hands-on practice with assessment tools, client simulations, and peer collaboration—supporting adult learning principles through practical application, reflection, and integration with real-world scenarios. *Prerequisites:* MOT 618

MOT 626 Evaluation & Intervention for Psychosocial Performance (2 credits; Hybrid)

This course focuses on the evaluation and intervention of occupational performance related to psychological, behavioral, and neurocognitive function in adults. Learners will investigate typical and atypical conditions affecting mental health and functional cognition, with emphasis on screening, evaluation, interpretation, and occupation-based intervention planning for persons, groups, and populations. The course examines primary, secondary, and tertiary prevention and compensation strategies

through individual and group interventions that support participation and performance in meaningful occupations. Learners will apply evidence-based decision-making and professional reasoning, integrating current best practices with theoretical frameworks. A required on-campus lab component allows learners to practice standardized assessments, develop and implement intervention plans, and explore multidisciplinary collaboration, and care coordination, preparing them for complex psychosocial practice environments. *Prerequisites: MOT 623*

MOT 627 Adult Physical & Neurological Evaluation & Intervention II (2 credits; Online)

This advanced course is the second in a two-course sequence that deepens learners' knowledge and skills in the evaluation and intervention of occupational performance, components, and environments for adults with physical and neurological conditions. Learners investigate common occupational performance problems through the lens of relevant theories and frames of reference, connecting screening, assessment, and interpretation to the design and delivery of occupation-based interventions. Emphasis is placed on using evidence-based practice, sound professional reasoning, and interprofessional collaboration to plan, implement, and justify interventions that promote health, safety, wellness, and meaningful occupational participation. Learners develop proficiency with intervention strategies targeting prevention, remediation, compensation, and adaptation, and gain practical experience in applying orthotics, assistive devices, physical agent modalities, mobility techniques, and documentation standards. *Prerequisites: MOT 618, MOT 625*

MOT 630 Health & Wellness in OT Practice (2 credits; Online)

Building on prior coursework in occupational therapy principles, practice, and evidence-based reasoning, this course focuses on the principles and practices of community-based occupational therapy. Learners examine the expanding roles of occupational therapists in health promotion, prevention, and primary healthcare, critically analyzing population health needs through an occupational justice lens and applying models of behavior change to promote participation and well-being. Learners will explore emerging research, current public health trends, global social issues, and contextual factors that shape service delivery. Through real-world problem solving and collaboration, learners will develop, adapt, and evaluate occupation-based interventions that address community and population health priorities, while advocating for equitable access and responsive practice. *Prerequisites: MOT 617, MOT 623, MOT 625, MOT 626*

MOT 631 Program Development for Community Health (2 credits; Online)

Building on prior coursework in evidence-based practice and occupational therapy principles, this course equips learners with the skills to design, develop, and evaluate occupation-based programs that address health care needs for groups and populations. Emphasis is placed on program development processes such as feasibility studies, proposal preparation, grant writing, and basic business planning, as well as reimbursement considerations, survey design, and program evaluation methods. Learners critically analyze global and local health issues, select a target population, and apply evidence-based reasoning and clinical decision-making to develop innovative programs

that promote health, wellness, and occupational participation in primary care, community, or health promotion settings. The course also emphasizes communication and collaboration within interprofessional teams and community partnerships to ensure responsive and sustainable programs. *Prerequisites: MOT 617, MOT 626, MOT 627*

MOT 635 Assistive Technology & Environmental Design (3 credits; Hybrid)

This course equips learners with knowledge and practical skills for selecting, prescribing, and implementing assistive technology (AT) and environmental modifications to enhance participation, performance, and quality of life across the lifespan. Learners examine relevant models, frames of reference, and evidence-based assessment tools to evaluate and meet diverse psychosocial, neurocognitive, physical, and neurological needs. Topics include communication aids, environmental controls, low vision supports, community mobility solutions, computer-based technologies, and technology for care. Learners gain experience through hands-on on-campus lab focused on environmental assessment, adaptive design, and technology integration, applying occupational therapy principles to promote equitable access and meaningful engagement for persons, groups, and populations. *Prerequisites: MOT 613, MOT 617, MOT 618, MOT 623, MOT 626, MOT 627*

MOT 641 Older Adults Clinical Conditions in OT (1 credit; Online)

This course provides an overview of common physical, neurological, and psychological conditions affecting older individuals, groups, and populations. Learners examine the diagnostic features, trajectories, and occupational performance impacts of these conditions using a medical model integrated with a holistic occupational therapy perspective. Emphasis is placed on the influence of social determinants of health, lifestyle factors, and diversity, and the role of interprofessional collaboration in supporting healthy aging and participation in meaningful occupations.

MOT 643 Older Adults Evaluation & Intervention (3 credits; Hybrid)

This course provides learners with knowledge and skills for the evaluation of occupational performance, performance components, and occupational environments among older adults. Learners engage in problem-based learning, interactive seminars, structured observation, group discussion, case study analysis, and peer presentations. Emphasis is placed on the role of screening, evaluation, interpretation, and documentation in shaping intervention and discharge planning for geriatric clients. The course includes an on-campus lab component where learners implement evaluation tools and develop occupation-based plans using evidence-based reasoning and clinical judgment. *Prerequisites: MOT 641*

MOT 650 Advanced Topics (3 credits; Hybrid)

This advanced course exposes learners to specialized knowledge and skills in areas such as driving habilitation and rehabilitation, low vision rehabilitation, and other emerging practice areas across the lifespan. Learners will build professional reasoning for evaluation and intervention planning, develop collaborative skills for interdisciplinary practice, and address unique needs of special populations through evidence-based and occupation-centered approaches. An on-campus lab component provides hands-on experience in activity analysis, environmental adaptation, assessment, and intervention

strategies related to driving, low vision, and advanced specialty practice. *Prerequisites: MOT 605, MOT 606, MOT 613, MOT 618, MOT 625, MOT 627*

MOT 670 A Research Practicum

(1 credit; Online)

This faculty-directed practicum provides learners with structured, hands-on experience in clinical or applied occupational therapy research. Guided by a research mentor, learners will engage in activities such as literature review, IRB proposal development, data collection, analysis, and dissemination. This practicum emphasizes professional collaboration, scholarly contribution, and evidence-based inquiry skills essential for advanced practice. *Prerequisites: MOT 620, MOT 621*

MOT 670 B Research Practicum

(1 credit; Online)

This faculty-directed practicum provides learners with advanced, hands-on experience in clinical, basic, or applied occupational therapy research. Working closely with a research mentor, learners will participate in scholarly activities such as conducting literature reviews, preparing human subjects/IRB proposals, collecting and analyzing data, and developing presentations or manuscripts for dissemination. This course emphasizes professional collaboration, evidence-based inquiry, and the application of research skills to support occupational therapy scholarship and practice. *Prerequisites: MOT 620, MOT 621, MOT 670 A*

MOT 670 C Research Practicum

(1 credit; Online)

This faculty-guided practicum provides learners with advanced experience in clinical, basic, or applied occupational therapy research. Learners actively participate in scholarly tasks such as conducting literature reviews, developing human subjects (IRB) proposals, collecting and analyzing data, and preparing presentations or manuscripts for dissemination. The practicum emphasizes professional collaboration, evidence-based inquiry, and practical application of research skills to support occupational therapy practice and scholarship. *Prerequisites: MOT 620, MOT 621, MOT 670 A, MOT 670 B*

Fieldwork Courses:

MOT 619 Level I A Fieldwork (1 week or equivalent)

(1 credit; Fieldwork)

Level IA Fieldwork introduces learners to the practice of occupational therapy in behavioral and mental health settings. Experiences may be virtual, simulated, or in person. The fieldwork experience integrates didactic knowledge with real-world observation and limited participation in selected aspects of the OT process and enriches classroom and lab learning by allowing learners to apply academic concepts while gaining a deeper understanding of client needs, professional reasoning, and the professional role of occupational therapy. During this course, learners engage in professional interactions with clients, caregivers, healthcare providers, and educators to further develop communication skills and professional behaviors. The goal of Level IA is not to be independent in the OT process, but to integrate and apply knowledge and skills obtained from didactic coursework

under the supervision of qualified professionals. Approved supervisors may include occupational therapists, occupational therapy assistants, psychologists, teachers, social workers, nurses, physical therapists, and other related providers. Level IA Fieldwork is an integral component of the MOT curriculum and lays the foundation for future success in Level IB and Level II fieldwork experiences. *Prerequisites: MOT 623, MOT 626*

MOT 629 Level I B Fieldwork (1 week or equivalent) (1 credit; Fieldwork)

Level IB Fieldwork introduces learners to the practice of occupational therapy in either adult or pediatric settings. The learner's expectation is to complete an experience that is not in their primary area of practice, current work setting, or in a setting with the least experience. Fieldwork education may be virtual, simulated, or in person and integrates didactic knowledge with real-world observation and limited participation in selected aspects of the OT process. The experience enriches classroom and lab learning by allowing learners to apply academic concepts while gaining a deeper understanding of client needs, professional reasoning, and the professional role of occupational therapy. During this course, learners engage in professional interactions with clients, caregivers, healthcare providers, and educators to develop communication skills and professional behaviors. The goal of Level IA is not to be independent in the OT process, but to integrate and apply knowledge and skills obtained from didactic coursework under the supervision of qualified professionals. Approved supervisors may include occupational therapists, occupational therapy assistants, psychologists, teachers, social workers, nurses, physical therapists, and other related providers. Level IB Fieldwork is an integral component of the MOT curriculum and lays the foundation for future success in Level II fieldwork experiences. *Prerequisites: MOT 613, MOT 619, MOT 625, MOT 627*

MOT 651 Level II A Fieldwork (12 weeks) (7 credits; Fieldwork)

Level II Fieldwork is the culminating experiential component of the MOT curriculum, providing learners with immersive, full-time opportunities to integrate and apply academic learning while exhibiting entry-level competencies in authentic occupational therapy practice settings. Under the direct supervision of licensed occupational therapists, students refine advanced professional reasoning, develop client-centered evaluation and intervention skills, and demonstrate professional behaviors and reflective practice. Building on prior coursework and Level I Fieldwork, this experience enables students to synthesize foundational knowledge, professional reasoning, and occupation-based interventions to achieve entry-level competence. Learners will refine their clinical skills through active engagement with clients across the lifespan, applying evidence-based practice, critical thinking, and cultural humility. The experience is designed to promote professional identity formation, leadership, and the capacity for self-directed, lifelong learning. Upon successful completion, learners will demonstrate entry-level competence and readiness for independent occupational therapy practice as reflective, ethical, and evidence-based practitioners. Graded Pass/Fail. *Prerequisites: All MOT didactic courses, MOT 619, MOT 629*

MOT 652 Level II B Fieldwork (12 weeks) (7 credits; Fieldwork)

Level II Fieldwork is the culminating experiential component of the MOT curriculum, providing learners with immersive, full-time opportunities to integrate and apply academic learning while exhibiting entry-level competencies in authentic occupational therapy practice settings. Under the direct supervision of licensed occupational therapists, students refine advanced professional reasoning, develop client-centered evaluation and intervention skills, and demonstrate professional behaviors and reflective practice. Building on prior coursework and Level I Fieldwork, this experience enables students to synthesize foundational knowledge, professional reasoning, and occupation-based interventions to achieve entry-level competence. Learners will refine their clinical skills through active engagement with clients across the lifespan, applying evidence-based practice, critical thinking, and cultural humility. The experience is designed to promote professional identity formation, leadership, and the capacity for self-directed, lifelong learning. Upon successful completion, learners will demonstrate entry-level competence and readiness for independent occupational therapy practice as reflective, ethical, and evidence-based practitioners. Graded Pass/Fail. *Prerequisites: All MOT didactic courses, MOT 619, MOT 629, MOT 651*