

Doctor of Occupational Therapy (Entry-Level)

OTD 5



Program Highlights				Admission Requirements
Program Director		Bryan M. Gee, PhD, OTD, OTR/L, BCP, CLA, FAOTA bryan.gee@rm.edu		• Completion of OTCAS application. • Completion of a bachelor's degree from a regionally accredited institution with a minimum overall GPA of 3.0 or a 3.0 GPA in the last 60 credit hours before matriculation into the program • A minimum GPA of 3.0 in each required prerequisite course. • Prerecorded (predetermined questions) video interview/response. • Two letters of recommendation (Professional) • Recommended: Forty hours of documented observation hours or related work experience in occupational therapy practice • 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	
8	105	Fall	Limited-Residency	
Unique Program Highlights				
Limited-Residency Hybrid Learning Model		Earn your OTD degree without relocating. Complete most coursework online through a mix of asynchronous and live sessions, then come to campus for two week-long, hands-on training experiences during the hybrid semesters.		
State of the Art Instructional Facilities		During on-campus sessions, Students engage in hands-on laboratory experiences across key areas of occupational therapy, including adult and geriatric practice, children and youth interventions, assistive technology and environmental modification, cadaver-based and virtual anatomy, and independent living and simulation labs.		

Diverse, Nationwide Faculty	The OTD program employs nationally recognized and diverse faculty to provide the students with the most up-to-date education and clinical training possible.	
Innovative Professional Collaborations	Using both virtual and on-campus resources, students participate in inter- and intraprofessional learning experiences with other health programs and community partners. These collaborations help prepare students to support clients in increasing independence and living life to the fullest.	

Accreditation:
The entry-level occupational therapy doctoral program is accredited 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 <https://www.acoteonline.org/>. Upon graduation, students are 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. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. NBCOT is located One Bank Street, Suite 300, Gaithersburg, MD 20878. NBCOT's telephone number is (301)-990-7979, and its website is www.NBCOT.org.

Program Description

Vision:

We will be a national leader in innovative education, occupation-based and evidence-informed clinical practice, and clinical scholarship to prepare collaborative practitioners who meet the evolving needs of a diverse population.

Mission:

The mission of the entry-level Doctor of Occupational Therapy program at Rocky Mountain University of Health Professions is to prepare knowledgeable, innovative, collaborative and inclusive practitioners. Graduates will advance occupation-based and evidence-informed clinical practice, contribute to clinical scholarship and dissemination, and serve as ethical and compassionate health care professionals.

The program is delivered via a limited residency model, with both online and onsite components. Students will be on campus two times each semester during semesters 1-4, and 7. Students will experience a thorough curriculum consisting of didactic and experiential (fieldwork) courses to be completed in 8 semesters or 2.6 years (in a 16-week semester format). There are a total of 105 credit hours required for the successful completion of the program, including the credits earned via experiential fieldwork.

Successful completion of all aspects of the capstone project is a requirement for program completion and degree conferral. Students will also take a practice Occupational Therapy Knowledge Examination, which will provide feedback and prepare them for the National Board for Certification in Occupational Therapy (NBCOT) exam.

Teaching and learning philosophy in the entry-level OTD Program 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 Doctor of Occupational Therapy program, graduates will:

1. Apply occupation-based, evidence-informed professional reasoning to deliver the occupational therapy process effectively across diverse populations, conditions, and practice settings, ensuring competent practice.

2. Demonstrate advanced competence in digital research by locating, critically evaluating, and applying high-quality evidence to support clinical decision-making and drive innovation in practice.
3. Exhibit professional communication, collaboration, and therapeutic use of self to build effective relationships with clients, families, and within inter and intraprofessional teams to promote participation in meaningful occupations.
4. Uphold ethical, compassionate, and culturally responsive practice that reflects respect, integrity, and accountability to clients, society, and the profession.
5. Engage in clinical scholarship and leadership by designing, conducting, and disseminating research that advances occupational therapy knowledge and practice.
6. Demonstrate personal and professional resilience through adaptability, emotional stability, and awareness of well-being in complex, emerging, and evolving practice environments.

Program Outline

Course Code & Title		Credits
Didactic Courses (22 courses, 69 credits required):		
OT 701 Fundamentals of Occupational Therapy		4
OT 702 Clinical Anatomy for OT w/Lab		3
OT 703 Clinical Neuroscience in OT w/Lab		3
OT 705 Analysis of Human Movement & Occupation Performance w/Lab		4
OT 706 Analysis of Occupations Across the Lifespan w/Lab		3
OT 708 Essentials of Practice Management, Administration & Leadership		3
OT 713 Children/Youth Clinical & Developmental Conditions in OT		2
OT 714 Professional Communication & Writing in OT		1
OT 716 Advocacy in OT: Policy, Legal, & Ethical Contexts		2
OT 717 Children/Youth OT Evaluation & Interventions w/Lab		6
OT 720 Scholarly Inquiry I		4
OT 721 Scholarly Inquiry II		4
OT 723 Clinical Conditions for Mental Health in OT		2
OT 725 Adult Physical & Neurological Conditions in OT		2
OT 726 Mental Health Evaluations & Interventions in OT w/Lab		4
OT 727 Adult Physical & Neurological Evaluations & Interventions in OT w/ Lab		6
OT 728 Older Adult Considerations for Evaluations & Interventions in OT w/Lab		3
OT 731 Program Development & Evaluation for Community Health Practice in OT		2
OT 735 Assistive Technology & Environmental Design in OT w/Lab		3
OT 742 Instructional & Curriculum Design in OT Education		2
OT 745 Professional Development & Preparation for Fieldwork & Capstone Experiences		2
OT 749 Advanced Topics in OT w/Lab		4
Didactic Courses Required Credits:		69
Fieldwork Courses (5 courses, 17 credits required):		
OT 719 Level I A Fieldwork		1
OT 729 Level I B Fieldwork		1
OT 739 Level I C Fieldwork		1
OT 750 Level II A Fieldwork		7
OT 751 Level II B Fieldwork		7
Fieldwork Courses Required Credits:		17
Capstone Courses (5 courses, 18 credits required):		
OT 761 Doctoral Capstone I		1
OT 762 Doctoral Capstone II		1
OT 763 Doctoral Capstone III		1
OT 764 Doctoral Capstone IV		3
OT 765 Doctoral Capstone V		12
Capstone Courses Required Credits:		18
Professional Interest Elective Courses (1 course, 1 credit required):		
OT 746 Advanced Pediatric Topics in Occupational Therapy Practice		1
OT 747 Advanced Topics in Neurorehabilitation & Critical Care		1
OT 748 Occupational Approaches to Pelvic Health & Sexual Well-Being		1
HS 770 Research Practicum		1
Professional Interest Elective Courses Required Credits		1
Total Program Required Credits:		105

Program Calendar

Semester	Course	Credits	Delivery Method
Semester 1 Fall 2027	OT 701 Fundamentals of Occupational Therapy	4	Online
	OT 702 Clinical Anatomy for OT w/Lab	3	Hybrid
	OT 705 Analysis of Human Movement & Occupation Performance w/Lab	4	Hybrid
	OT 706 Analysis of Occupations Across the Lifespan w/Lab	3	Hybrid
	OT 723 Clinical Conditions for Mental Health in OT	2	Online
	OT 714 Professional Communication & Writing in OT	1	Online
	Semester Total:	17	
Semester 2 Winter 2028	OT 703 Clinical Neuroscience in OT w/Lab	3	Hybrid
	OT 719 Level I A Fieldwork	1	Hybrid
	OT 720 Scholarly Inquiry I	4	Hybrid
	OT 713 Children/Youth Clinical & Developmental Conditions in OT	2	Online
	OT 726 Mental Health Evaluations & Interventions in OT w/Lab	4	Hybrid
	OT 708 Essentials of Practice Management, Administration & Leadership	3	Online
	Semester Total:	17	
Semester 3 Summer 2028	OT 721 Scholarly Inquiry II	4	Hybrid
	OT 725 Adult Physical & Neurological Conditions in OT	2	Online
	OT 727 Adult Physical & Neurological Evaluations & Interventions in OT w/ Lab	6	Hybrid
	OT 729 Level I B Fieldwork	1	Hybrid
	OT 735 Assistive Technology & Environmental Design in OT w/Lab	3	Hybrid
	OT 761 Doctoral Capstone I	1	Online
	Semester Total:	17	
Semester 4 Fall 2028	OT 728 Older Adult Considerations for Evaluations & Interventions in OT w/Lab	3	Hybrid
	OT 739 Level I C Fieldwork	1	Hybrid
	OT 745 Professional Development & Preparation for Fieldwork & Capstone Experiences	2	Online
	OT 717 Children/Youth OT Evaluation & Interventions w/Lab	6	Hybrid
	OT 731 Program Development & Evaluation for Community Health Practice in OT	2	Online
	OT 762 Doctoral Capstone II	1	Online
	Semester Total:	15	
Semester 5 Winter 2029	OT 750 Level II A Fieldwork	7	Hybrid
	Semester Total:	7	
Semester 6 Summer 2029	OT 751 Level II B Fieldwork	7	Hybrid
	OT 763 Doctoral Capstone III	1	Online
	Semester Total:	8	

Semester 7 Fall 2029	OT 716 Advocacy in OT: Policy, Legal, & Ethical Contexts	2	Online
	OT 749 Advanced Topics in OT w/Lab	4	Hybrid
	OT 742 Instructional & Curriculum Design in OT Education	2	Online
	OT 764 Doctoral Capstone IV	3	Online
	OT Professional Interests Required Elective** (<i>Select One</i>): - OT 746 Advanced Pediatric Topics in Occupational Therapy Practice - OT 747 Advanced Topics in Neurorehabilitation & Critical Care - OT 748 Occupational Approaches to Pelvic Health & Sexual Well-Being - HS 770 Research Practicum	1	Hybrid
	Semester Total:	12	
Semester 8 Winter 2030	OT 765 Doctoral Capstone V	12	Hybrid
	Semester Total:	12	
Total Program Required Credits:		105	
<i>Five-year deadline for program completion from start of program.</i>			

Course Descriptions

Didactic Courses:

OT 701 Fundamentals of Occupational Therapy (4 credits)

This course integrates the foundational and historical aspects of the profession of occupational therapy, including the Occupational Therapy Practice Framework (OTPF), theories, models and frames of reference, which guide the scope of practice, assessment and intervention, regulation, and reimbursement. Students will explore the fundamental relationship between occupation and occupational science and will appreciate occupational therapy's domain and processes across various contexts and populations (individuals, groups, and populations) through analysis of the guiding documents for occupational therapy practice in the United States.

OT 702 Clinical Anatomy for OT w/Lab (3 credits)

This course explores the study of human anatomical structures related to goal-directed movements that support active engagement in meaningful occupations. Students will gain an understanding of clinical anatomy using a regional approach to the study of structures, aided by specimens, models, and multimedia teaching methodology.

OT 703 Clinical Neuroscience in OT w/Lab (3 credits)

This course introduces the foundational principles of neuroscience as they relate to occupational therapy, including foundational understanding in interpretation of signs, symptoms, and presentation of neurological disorders. Students learn the structure and function of the nervous system and its role in supporting human performance and participation. The course emphasizes basic neurological screening—including cranial nerve, sensory, motor, and coordination testing—and apply these assessments to occupation-based evaluation and clinical reasoning in OT practice. *Prerequisites: OT 702, OT 705*

OT 705 Analysis of Human Movement & Occupation (4 credits) **Performance w/Lab**

This course integrates the study of human anatomy with functional analysis of normal and pathological movement. With a primary focus on the musculoskeletal system, students will explore the complex relationship between structural anatomy and the mechanics of human performance that support engagement in meaningful occupations. The course includes applying foundational principles of biomechanics, kinesiology, arthrokinematics, and osteokinematics to joints of the body and deformable tissues, as well as analysis of human movement and occupational performance. Through lectures and hands-on lab experiences, students will learn to evaluate strength, range of motion, and posture in the context of activity and occupation.

OT 706 Analysis of Occupations Across the Lifespan w/Lab (3 credits)

This course explores the role of occupation in human development, survival, health, and well-being. Through a combination of assigned readings, class discussions, and individual

and group learning activities, students will examine how occupational performance evolves across the lifespan, including analyzing diverse variables that influence human engagement, such as temporal, environmental, and socio-cultural factors. .. Students will gain foundational understanding of human development, including theories and typical developmental progressions across the lifespan, to enhance occupational analysis and professional reasoning throughout the occupational therapy process. Finally, students will learn to analyze occupational performance through a systemized approach to activity analysis.

OT 708 Essentials of Practice Management, Administration & Leadership (3 credits)

This course introduces foundational principles of practice management, administration, and emerging leadership in occupational therapy and healthcare settings. Students explore core practice management functions—including reimbursement, authorization, budgeting, financial planning, and ethical personnel supervision—while examining how these elements support effective and ethical occupational therapy practice. The course will emphasize how the administrative, managerial and leadership competencies support ethical, evidence-based, and client-centered practice across diverse settings. Students integrate practice management skills with emerging leadership capabilities to support professional growth and readiness for current and emerging occupational therapy practice.

OT 713 Children/Youth Clinical & Developmental Conditions in OT (2 credits)

This course explores clinical developmental conditions that cause childhood and adolescent impairments and disabilities (physical, neurological, and psychosocial). The students gain emerging professional reasoning for analyzing the impact of the associated occupational performance limitations on childhood occupations and community participation. The course will review etiology and clinical features, diagnostic considerations, medical management, and intervention features from the occupational therapy lenses of the medical model, a holistic perspective, and the social determinants of health. Students will utilize evidence-based decision-making and professional reasoning necessary to practice with these diverse children/youth populations.

OT 714 Professional Communication & Writing in OT (1 credit)

This course introduces students to the principles and expectations of professional and graduate-level writing, supporting their transition into the advanced communication skills required of practitioners and clinical scholars. Students will develop the foundational competencies needed to write effectively at the graduate level, including skills associated with academic research, formatting scholarly papers, engaging in professional correspondence, and conducting peer review and editing. Throughout the course, students will strengthen their ability to write and communicate with clarity, precision, and professionalism. Learning activities and assignments are designed to improve proficiency in grammar and syntax, ensure effective and accurate use of APA formatting, and enhance students' ability to participate in constructive peer-review processes. Students will also engage in structured opportunities to refine their professional communication skills and

will be expected to make consistent use of the RMU Writing Center for additional support and skill development.

OT 716 Advocacy in OT: Policy, Legal, & Ethical Contexts (2 credits)

This course raises awareness of important policy, legal and ethical issues affecting the domain and process of occupational therapy. The course examines evidence-based strategies for leadership and advocacy in traditional and emerging practice areas, while providing an ethical decision-making framework for effective self-advocacy. Emphasis is placed upon a) gaining awareness of efforts to empower clients [i.e., person, population or organization] to seek and obtain resources to fully participate in occupations, b) exploring methods to influence policy change, and c) examining strategies to identify, manage, and reduce risk of legal and professional ethical problems. *Prerequisites: OT 701, OT 708*

OT 717 Children/Youth OT Evaluation & Interventions w/Lab (6 credits)

This course explores the evaluation of occupational performance, performance components, and occupational environments among children and youth. The course incorporates the occupational therapy process, including screening, assessment, evaluation, and intervention planning across traditional and emerging pediatric settings. The course explores aspects of typical and atypical development across childhood and adolescence, focusing on occupational performance, performance skills, and occupational rehabilitation or habilitation among children and youth. Students will be introduced to occupation-based assessments and evidence-based interventions for children and youth, including sensory integration, motor learning, cognitive, and behavioral approaches. The primary focus is on occupation-based program/intervention planning for pediatric-specific occupations, including play, feeding and eating, and educational performance. Students will utilize evidence-based decision-making and professional reasoning necessary to practice with these special populations across pediatric practice settings. *Prerequisites: OT 701, OT 702, OT 705, OT 706, OT 713*

OT 720 Scholarly Inquiry I (4 credits)

This course provides an overview of quantitative research design from the perspective of the hierarchy of levels of evidence. Students will evaluate common research study designs by analyzing problem statements, research question formulation, methodological features, and significance of findings for application in practice. Through the development, implementation, and dissemination of an applied research investigation, the course will prepare students to judge evidence based on: 1) the reliability and validity of diagnostic tests, standardized assessments, and outcome measures; 2) the effectiveness of clinical interventions for a client, population, or organization; 3) the natural history of health-related conditions; and 4) risk of harm from select preventative and therapeutic interventions. Quantitative article critiques will be conducted to strengthen students' abilities to analyze the relationship between research questions and study design, facilitating an understanding of how evidence informs practice and scholarship. *Prerequisites: OT 701, OT 706*

OT 721 Scholarly Inquiry II (4 credits)

This course introduces the students to qualitative research methods and their applications to problems and phenomena in healthcare. Emphasis is placed on the appropriate use and differences of qualitative methods, their philosophical underpinnings, and their application to clinical issues. This course reviews effective literature search methodologies for identifying and critically appraising scholarly qualitative evidence, methods for data collection and coding, and interpreting and analyzing data via a qualitative research investigation. Students strengthen their understanding of content from Scholarly Inquiry I through the introduction to mixed methods designs. *Prerequisite: OT 701, OT 706, OT 720*

OT 723 Clinical Conditions for Mental Health in OT (2 credits)

This course provides students with the foundational knowledge of the psychological conditions commonly addressed by occupational therapy in traditional settings (community, inpatient, outpatient) and non-traditional settings. The course reviews diagnostic and general intervention features through the lenses of the medical model, a holistic perspective, and the social determinants of health. The students will gain emerging professional reasoning for analyzing the impact of psychological conditions on performance skills, occupational engagement, and community participation.

OT 725 Adult Physical & Neurological Conditions in OT (2 credits)

This course provides students with an understanding of major orthopedic, neurological, neurodegenerative, and physical diseases, injuries, and disorders that may impact adult occupational performance. The course reviews diagnostic and general intervention features through the lens of the medical model, a holistic perspective, and the social determinants of health. The students will gain emerging professional reasoning for analyzing the impact of physical and neurological conditions on performance skills, occupational engagement, and community participation.

OT 726 Mental Health Evaluations & Intervention in OT w/Lab (4 credits)

This course explores the evaluation of occupational performance, performance components, and occupational environments focused on psychosocial factors and mental health across the lifespan, with an emphasis on adults and older adult populations. Students will investigate psychosocial considerations for mental health related to the occupational process, including screening, assessment, evaluation, and the interpretation of typical occupational performance problems evaluated. The course focuses on applying occupation-based interventions in psychosocial settings. Students use occupational therapy theories and frames of reference to identify, prevent, and reduce occupational performance challenges related to mental health conditions. The students explore and analyze intervention strategies across primary, secondary, and tertiary prevention, and examine research on emerging OT roles in health promotion, prevention, and primary care. The course also introduces common practice settings in which occupational therapists address psychosocial needs. Throughout the course, students consider how occupational therapy can respond to population-level needs through an occupational justice lens and models of behavior change. *Prerequisites: OT 701, OT 702, OT 706, OT 714, OT 723*

OT 727 Adult Physical & Neurological Evaluations & Interventions (6 credits)
in OT w/Lab

This course explores the evaluation, intervention, and outcomes of occupational performance, performance components, and occupational environments focused on physical and neurological factors among adults. The course addresses screening, assessment, evaluation, interpretation, and intervention planning associated with typical occupational performance problems among adults. The study of theory and frames of reference related to occupation-based interventions for adult persons with physical and neurological disorders or injuries is explored and applied. The students will review and integrate current evidence related to restorative and adaptive interventions supporting participation and performance in meaningful occupations in physical dysfunction and neurological rehabilitation settings. The students will gain introductory skills for fabricating orthotics, assessing durable medical equipment needs, and the safe and effective use of clinical modalities. Finally, the student will demonstrate professional reasoning and sound judgment regarding safety for adult populations through the occupational therapy process. *Prerequisites: OT 701, OT 702, OT 703, OT 705, OT 706, OT 714, OT 723*

OT 728 Older Adult Considerations for Evaluations & (3 credits)
Interventions in OT w/Lab

This course explores the evaluation of occupational performance, performance components, and occupational environments among older adult populations. The course addresses screening, assessment, evaluation, interpretation, and intervention planning associated with typical occupational performance problems among older adults. Theories and frames of reference related to occupation-based interventions for geriatric persons with physical, neurological, cognitive, and psychosocial disorders or injuries are explored and applied. Students will review and integrate current evidence related to interventions supporting participation and performance in meaningful occupations and productive aging. *Prerequisites: OT 701, OT 705, OT 706, OT 714, OT 723, OT 725, OT 727*

OT 731 Program Development & Evaluation for Community (2 credits)
Health Practice in OT

Building on prior courses reflecting evidence-based practice and occupational therapy principles and practice, this course emphasizes principles of program development and evaluation. The course provides an opportunity for the learner to design and develop occupation-based programs for groups and populations related to primary health care, health promotion, or community-based programs. Mechanisms of program development such as feasibility study, proposal preparation, grant writing, and business planning are reviewed along with topics associated with reimbursement, basic survey design, and program evaluation. Students will choose a program approach and target population, appraise the state of the evidence in the selected realm, and generate an evidence-based executive summary of a program that promotes the profession of occupational therapy as

contributing to meeting the designated population's occupational needs. *Prerequisites:* OT 701, OT 706, OT 708, OT 713, OT 714, OT 720, OT 721, OT 723, OT 725, OT 726, OT 727

OT 735 Assistive Technology & Environmental Design in OT w/Lab (3 credits)

This course exposes students to the provision of assistive technology for children/youth and adults to enhance their participation and performance in meaningful occupations and improve their quality of life. Students will explore specific models and frames of reference related to assistive technology and environmental design, assessment tools, various assistive technologies (play and leisure aides, communication aids, environmental controls, low vision, community mobility, computers and software, and technology for care), and strategies to support the implementation and daily use of technologies and designs. *Prerequisites:* OT 701, OT 706, OT 708, OT 714, OT 713, OT 723, OT 726

OT 742 Instructional & Curriculum Design in OT Education (2 credits)

This course prepares occupational therapy students to design, deliver, and evaluate effective learning across classroom, online, blended, and clinical practice environments. Students examine and apply learning theory, curriculum/instructional design practices, evidence-based assessment techniques to evaluate learner performance in didactic settings, instructor effectiveness, and program quality. Using a learner-centered approach grounded in how people learn, students will design and execute assessment plans, interpret assessment data, and develop continuous improvement strategies aligned with quality standards and accreditation expectations. Emphasis is placed on creating dynamic, interactive learning experiences through both traditional and innovative instructional methods, including low- and high-fidelity simulation and mixed-media resources. Learners apply best practices in module, course and curriculum design that may be applied to entry level education settings, professional development trainings and/or client/caregiver education and trainings. *Prerequisites:* OT 701, OT 706, OT 708, OT 714, OT 720, OT 721, OT 731

OT 745 Professional Development & Preparation for Fieldwork & Capstone Experiences (2 credits)

This didactic course prepares students for the transition to Level II fieldwork by equipping them with the essential tools, resources, and professional competencies required for success. This course provides students with an increased understanding of expected professional behaviors vital to a successful fieldwork experience, doctoral capstone experience, and post-program clinical practice, including communication, receptiveness to professional feedback, taking initiative, dependability, and other interpersonal behaviors that are essential learning outcomes of the fieldwork and capstone experience. Furthermore, this course prepares students for professional development through the exploration of professional ethics, career development, and ongoing professional responsibility. By the conclusion of this course, students will be prepared to meet both individual and site-specific expectations to ensure a successful fieldwork and capstone experience.

OT 749 Advanced Topics in OT w/Lab (4 credits)

This course provides students with an advanced exploration of priority topics in the following occupational therapy practice areas: 1) the role of the OT practitioner in addressing low vision and other vision-related topics and interprofessional collaboration with optometry across the lifespan; 2) assessment and interventions related to driving habilitation/rehabilitation among young adults, adults, and geriatrics; 3) theories and interventions related to health and wellness coaching across occupational therapy-related settings, populations, and conditions; and 4) assessment and interventions related to work and industry, including work hardening. The students will gain an understanding of the advanced topics and their application to occupational therapy and inter/intra professional practice in order to further the profession's evolving scope of practice. *Prerequisites:* OT 701, OT 702, OT 703, OT 705, OT 706, OT 708, OT 710, OT 713, OT 717, OT 723, OT 725, OT 726, OT 727, OT 728, OT 735

Fieldwork Courses:

OT 719 Level I A Fieldwork (1 credit)

The educational exposure of Level I fieldwork is to introduce students to the fieldwork experience, apply knowledge to practice, and develop an understanding of the needs of clients. Level I fieldwork is integral to the program's curriculum design and includes experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. Through these experiences, students will also engage in professional interactions with community members (healthcare providers and clients) to enhance professional behaviors. The focus of these experiences is not intended for the students to be independent in performance. In addition to the educational exposure to fieldwork, this course includes discussions, reflections, and preparatory activities to increase the students' participation in Level I and Level II fieldwork experiences. *Corequisite:* OT 726

OT 729 Level I B Fieldwork (1 credit)

The educational exposure of Level I fieldwork is to introduce students to the fieldwork experience, apply knowledge to practice, and develop an understanding of the needs of clients. Level I fieldwork is integral to the program's curriculum design and includes experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. Through these experiences, students will also engage in professional interactions with community members (healthcare providers and clients) to increase professional behaviors. The focus of these experiences is not intended for the students to be independent in performance. In addition to the educational exposure to fieldwork, this course includes discussions, reflections, and preparatory activities to increase the students' participation in Level I and Level II fieldwork experiences. *Prerequisite:* OT 719; *Corequisite:* OT 727

OT 739 Level I C Fieldwork (1 credit)

The educational exposure of Level I fieldwork is to introduce students to the fieldwork experience, apply knowledge to practice, and develop an understanding of the needs of

clients. Level I fieldwork is integral to the program's curriculum design and includes experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. Through these experiences, students will also engage in professional interactions with community members (healthcare providers and clients) to increase professional behaviors. The focus of these experiences is not intended for the students to be independent in performance. In addition to the educational exposure to fieldwork, this course includes discussions, reflections, and preparatory activities to increase the students' participation in Level I and Level II fieldwork experiences. *Prerequisite: OT 719, OT 729; Corequisite: OT 717*

OT 750 Level II A Fieldwork (7 credits)

This course provides an immersive clinical experience designed to transition students from the classroom to professional practice and to develop competent, entry-level practitioners. Students complete 12 weeks of full-time supervised fieldwork practice integrated with an online didactic component focused on professional reasoning and evidence-based synthesis. Emphasis is placed on the complete OT process—evaluation, intervention planning, and documentation—while addressing social determinants of health and psychosocial factors. Students will demonstrate ethical behavior, professional identity, and a commitment to diversity, equity, and inclusion. Requirements include a site-specific project and a Critically Appraised Topic (CAT) to bridge the gap between current research and clinical practice. *Prerequisite: OT 701, OT 702, OT 703, OT 705, OT 706, OT 708, OT 710, OT 713, OT 717, OT 719, OT 720, OT 721, OT 723, OT 725, OT 726, OT 727, OT 728, OT 729, OT 735, OT 739, OT 745*

OT 751 Level II B Fieldwork (7 credits)

This course provides an immersive clinical experience designed to transition students from the classroom to professional practice and to develop competent, entry-level practitioners. Students complete 12 weeks of full-time supervised fieldwork practice integrated with an online didactic component focused on professional reasoning and evidence-based synthesis. Emphasis is placed on the complete OT process—evaluation, intervention planning, and documentation—while addressing social determinants of health and psychosocial factors. Students will demonstrate ethical behavior, professional identity, and a commitment to diversity, equity, and inclusion. Requirements include a site-specific project and a comprehensive case study presentation. *Prerequisites: OT 701, OT 702, OT 703, OT 705, OT 706, OT 708, OT 710, OT 713, OT 717, OT 719, OT 720, OT 721, OT 723, OT 725, OT 726, OT 727, OT 728, OT 729, OT 735, OT 739, OT 745, OT 750*

Capstone Courses:

OT 761 Doctoral Capstone I (1 credit)

This seminar-style course introduces students to the foundational concepts of the doctoral capstone project and experience. Emphasis is placed on early project exploration, including identification of a focus area, potential capstone sites, and emerging topics of interest. Students will conduct preliminary investigation into gaps within the literature and engage in guided planning activities that support the development of a viable capstone direction.

Through structured discussions and exploratory assignments, students will build the essential knowledge and skills needed to begin formulating their doctoral capstone project. *Prerequisite: OT 701, OT 702, OT 703, OT 705, OT 706, OT 708*

OT 762 Doctoral Capstone II (1 credit)

This course launches students into the formal initiation of their doctoral capstone project by building on foundational coursework and strengthening their development as emerging practice-scholars. Through scholarly discourse, self-reflection, and examination of evidence-based practice and knowledge translation, students refine their capstone direction and formulate the core components of their project proposal. Course activities guide students in finalizing their problem and purpose statements; conducting a comprehensive literature review supported by a structured literature table or storyboard; and preparing an organized outline of the review for submission and feedback. Students also begin identifying and interviewing potential content experts to support proposal development. By the end of the course, students produce a working draft of their capstone proposal and receive targeted instructor feedback to enhance rigor, alignment, and feasibility. Instruction includes review of capstone project parameters, expectations for scholarly contribution and impact, and the processes necessary for successful completion of the OTD capstone requirement. *Prerequisite: OT 701, OT 702, OT 703, OT 705, OT 706, OT 708, OT 713, OT 719, OT 720, OT 721, OT 723, OT 725, OT 726, OT 727, OT 761*

OT 763 Doctoral Capstone III (1 credit)

This course continues the formal initiation of the doctoral capstone project by building on foundational coursework and strengthening students' development as emerging practice scholars. Through scholarly discourse, self-reflection, and examination of evidence-based practice and knowledge translation, students refine their capstone direction and further formulate the core components of their project proposal. Course activities guide students in exploring potential content experts and capstone sites, outlining the components of the doctoral capstone plan—including the project's focus area, type, setting, and population—and engaging in early planning and mentoring related to Institutional Review Board (IRB) considerations. By the end of the course, students will have strengthened the clarity, structure, and feasibility of their developing capstone project as they prepare for continued proposal development in subsequent coursework. *Prerequisite: OT 701, OT 702, OT 703, OT 705, OT 706, OT 708, OT 717, OT 719, OT 720, OT 721, OT 717, OT 727, OT 728, OT 735, OT 731, OT 761, OT 762*

OT 764 Doctoral Capstone IV (3 credits)

This course advances students through the key developmental stages of their doctoral capstone by refining the literature review, finalizing the capstone plan and experience objectives, securing site and mentor agreements, and completing all required IRB documentation. Students ensure strong alignment between their capstone project, capstone experience, and professional interests while preparing deliverables and

defending their capstone project and experience proposal. Support is provided throughout by the students' capstone committee. Prerequisites: OT 761, OT 762, OT 763

OT 765 Doctoral Capstone V (12 credits)

This culminating course focuses on the full implementation, evaluation, and dissemination of the student's doctoral capstone project and the accompanying capstone experience. Building on the approved capstone plan and prior coursework, students execute project methods in their selected practice, community, or academic setting; develop and refine negotiated deliverables (e.g., final paper or executive summary, program tools, educational materials, quality-improvement products); and demonstrate integration of advanced knowledge, professional competencies, and occupation-based evidence in their chosen focus area (e.g., Program Development and Implementation, Research, Education, Clinical Skills). With ongoing mentorship from the capstone committee, students synthesize outcomes, translate knowledge to practice, and produce a scholarly product of practice/clinical scholarship (e.g., professional presentation, manuscript for peer review). Emphasis is placed on ethical and safe practice, effective inter/intraprofessional communication, adherence to site policies and relevant human-subjects' requirements, and reflective appraisal of professional growth as an emerging occupational therapy practice scholar. The course culminates in a virtual OTD capstone colloquium, where students defend and disseminate their capstone project and experience, document achievement of program-approved learning outcomes, and finalize a plan for post-graduation scholarship and practice impact. *Prerequisites: OT 750, OT 751, OT 761, OT 762, OT 763, OT 764*

Professional Interest Elective Courses

OT 746 Advanced Pediatric Topics in Occupational Therapy Practice (1 credit)

This professional interest elective course explores advanced practice concepts relevant to contemporary pediatric occupational therapy. Students will explore emerging and specialized areas of practice, intervention models, and specialized pediatric programming. Through case-based learning and evidence-informed discussions, students will gain early exposure to advanced pediatric practice areas that support professional reasoning and prepare them for doctoral capstone and post-program clinical practice. *Prerequisites: OT 701, OT 702, OT 703, OT 706, OT 708, OT 713, OT 717*

OT 747 Advanced Topics in Neurorehabilitation & Critical Care (1 credit)

This professional interest elective course explores advanced practice concepts relevant to contemporary neurorehabilitation and medically complex adult populations. Students will examine emerging and specialized areas of neurological rehabilitation practice and intervention models, and evidence-informed approaches used with individuals experiencing complex neurological and medically fragile conditions. Through case-based learning and guided discussions, students will gain early exposure to advanced neurorehabilitation and critical care practice settings to strengthen professional reasoning and prepare them for their doctoral capstone and post-program clinical practice. *Prerequisites: OT 701, OT 702, OT 703, OT 705, OT 706, OT 708, OT 725, OT 727, OT 728*

This course introduces advanced and emerging occupational therapy practice concepts related to pelvic health and sexual well-being across the lifespan. Students explore specialized intervention models, assessment approaches, and OT-relevant factors that influence participation in meaningful activities involving pelvic function, sexual health, intimacy, and sexual expression. Through case-based learning and evidence-informed discussion, students gain early exposure to advanced pelvic health practice areas that strengthen professional reasoning and support preparation for doctoral capstone and post-program clinical practice. *Prerequisites:* OT 701, OT 702, OT 703, OT 705, OT 706, OT 710, OT 717, OT 723, OT 725, OT 726, OT 727, OT 728, OT 735

Faculty-directed clinical, basic, or applied research practicum, which may include but not limited to review of literature preparation, human subjects committee proposal development, data collection, and presentation/manuscript preparation. *Prerequisites:* OT 714, 720, 721 Graded Pass/Fail.