

Occupational Therapy

The Department of Occupational Therapy currently offers an Occupational Therapy Clinical Doctorate (OTD - entry-level and post-professional tracks), and a graduate certificate in Low Vision Rehabilitation (LVR). The LVR graduate certificate may be completed independently by practicing occupational therapists, or in conjunction with the OTD degree.

Degree Offered:	Occupational Therapy Clinical Doctorate (OTD)
Directors:	Dr. Jewell Dickson (Entry-level) and Dr. Sarah Tucker (Post-professional)
Phone:	(205) 934-7326
Website:	http://www.uab.edu/shp/otd

Degree Offered:	Low Vision Rehabilitation Graduate Certificate
Director:	Dr. Beth Barstow
Phone:	(205) 934-7321
Website:	http://www.uab.edu/shp/ot/low-vision-rehabilitation

Degree Offered:	Multi-Tiered Approach to Trauma Graduate Certificate
Director:	Mrs. Rachel Ashcraft
Phone:	(205) 934-1044
Website:	https://www.uab.edu/shp/ot/post-professional/multitiered-approach-to-trauma

Low Vision Rehabilitation Graduate Certificate

The Graduate Certificate in Low Vision Rehabilitation is a practice oriented certificate program that prepares occupational therapists to provide comprehensive, competent intervention to adults with visual impairment from age-related eye diseases or brain injury. The program is designed for occupational therapists already working in low vision rehabilitation; those interested in starting low vision rehabilitation programs; and those interested in expanding their practice skills in this area. The program's flexible web-based distance format allows occupational therapists across the United States and other English speaking countries to obtain these skills while working full time.

Credentials Conferred

The Graduate Certificate in Low Vision Rehabilitation is awarded by the University of Alabama at Birmingham.

Length of Study

The certificate requires 5 semesters to complete; students take 1 course per semester.

Program Entrance Date

Fall semester (begins in August)

Requirements for Admission

Degree in occupational therapy from an accredited university program.

Essential Requirements

After acceptance and prior to enrollment into online programs, students must certify their ability to complete the essential tasks, with or without reasonable accommodation, associated with performing as an occupational therapy student. Reasonable accommodation refers to ways in which the University can assist students with disabilities to accomplish these tasks (for example, providing extra time to complete an examination). Reasonable accommodation does not mean that students with disabilities will be exempt from certain tasks; it does mean that the Department of Occupational Therapy will work with students with disabilities to determine whether there are ways to assist the student with completion of the required tasks.

After enrollment, a student with a disability who wishes reasonable accommodation contacts Disability Support Services (205) 934-4205 or (205) 934-4248 (TDD), provides appropriate and current documentation substantiating the claimed disability, meets the requirements of a disability as described in the ADA, and identifies the needed accommodation. Reasonable accommodation in classroom and in practice settings cannot be provided without the formal request and the required documentation of the ADA defined disability. (Visit <http://www.uab.edu/students/disability>).

Essential Tasks

- Students must meet class standards for course completion throughout the curriculum.
- Students must be able to read, write, speak, and understand English at a level consistent with successful course completion and development of positive client-therapist relationships.
- Students must complete readings, assignments, and other activities.
- Students must gather decision-making pieces of information during client assessment activities.
- Students must perform evaluation and intervention activities by direct performance keys.
- Students must apply critical thinking processes to their work in the courses.
- Students must have interpersonal skills as needed for productive discussion, respectful interaction with classmates and faculty.
- Students must demonstrate appropriate health status prior to enrollment with annual updates on some items. Requirements are found at www.uab.edu/studenthealth.
- Students must follow standards and policies specified in the Department of Occupational Therapy Student Handbook, and the University of Alabama at Birmingham *Directions* Handbook.
- Students must adhere to all policies outlined in the Department of Occupational Therapy Student Handbook which is posted online at www.uab.edu/shp/ot/contact-us/student-resources.

Application Deadline and Procedure

See Occupational Therapy Low Vision Rehabilitation Admissions Checklist on the Overview page.

International Students:

See Occupational Therapy Low Vision Rehabilitation Admissions Checklist, in addition to the following items:

- A transcript evaluation from World Education Services (www.wes.org) or Educational Credential Evaluators (www.ece.org) may be required.
- Students from countries where English is not the official and primary language may be required to take and receive an acceptable score on the TOEFL, or the IELTS.
- Submit official TOEFL test score (Institution code: 1856) or official IELTS score (provide the Graduate School's mailing address to the testing company/center).

Typical Program (Course requirements are listed in semester credit hours)

The curriculum is designed with the working occupational therapist in mind. Coursework emphasizes practical application to the clinic. Projects are designed to reinforce learning of application to practice. Materials for completion of the courses can be obtained through the internet and required texts. The student must have consistent access to the internet. A high-speed connection (DSL, cable, satellite) is strongly recommended.

Certificate

On completion of the required coursework the student will be awarded a Graduate Certificate in Low Vision Rehabilitation by the University of Alabama at Birmingham and the student's name will appear in the commencement bulletin. A transcript of the coursework taken for the certificate will be available.

The curriculum for the certificate is offered online as web-based distance education for practitioners. Students accepted into the program begin the curriculum in August and complete one course per semester. Because one course builds on another, students must take the courses in sequence. The final course requires that the student come to the UAB campus for a 2-day on campus intensive where they will work in small groups with instructors to demonstrate assessment and intervention skills. This is the only time the student is required to come to the UAB campus during the entire curriculum. Travel to UAB for the intensive weekend may be waived under special circumstances. Examples include limitations in travel due to disability, illness, or travel from outside the U.S. A series of online meetings will be substituted. Travel exceptions are at the discretion of the Low Vision Rehabilitation Program Director. Based on these requirements, course work for completion of the certificate will require 5 semesters.

LOW VISION REHABILITATION CURRICULUM

The courses must be completed sequentially in the order listed below.

Typical OT Curriculum Course Sequence

Requirements	Hours
Fall Cohort	
OT 677 Foundations in Low Vision Rehabilitation I (1st Fall semester)	3
OT 679 Foundations in Low Vision Rehabilitation II (1st Spring semester)	3
OT 689 Foundations in Treatment of Visual Impairment from Brain Injury (2nd Spring semester)	3

OT 690	Foundations in Low Vision Rehabilitation III (1st Fall semester)	3
OT 691	Foundations in Low Vision Rehabilitation IV (2nd Summer semester)	3
Total Credits Hours		15
Optional Course Offering		
OT 680	Foundations of Blind Rehabilitation <small>OT680 is an elective course not required to complete the certificate. There are no required courses 2nd Fall semester.</small>	3

For further information contact:

Program Coordinator
Occupational Therapy Low Vision Rehabilitation Certificate Program
UAB School of Health Professions
SHPB 350
1716 9th Avenue South
Birmingham, AL 35294-1212
Telephone 205-934-3569
E-mail lvrcert@uab.edu
Web <http://www.uab.edu/shp/ot/low-vision-rehabilitation>

Multi-Tiered Approach to Trauma Graduate Certificate

The Graduate Certificate in Multi-Tiered Approach to Trauma is a certificate program that prepares professional to implement trauma-informed practices and policies within the professional practice.

Credentials Conferred

The Graduate Certificate in Multi-Tiered Approach to Trauma is awarded by the University of Alabama at Birmingham.

Length of Study

The certificate is an online, five-course program.

Program Entrance Date

Fall semester (August start)

Requirements for Admission

Applicants must have a baccalaureate degree.

Multi-Tiered Approach to Trauma

Requirements	Hours
OTC 601 Individual Impact of Trauma Across the Lifespan (Fall) ¹	3
OTC 603 Trauma and Context Specific Considerations (Spring) ²	3
OTC 605 Historical Trauma (Summer) ³	3
OTC 610 Systems Assessment using Trauma Lens (Fall) ¹	3
OTC 615 Trauma Responsive Program Design (Spring) ²	3
Total Hours	15

- ¹ Offered fall terms
- ² Offered spring terms
- ³ Offered summer terms

For further information contact:

Program Coordinator

Multi-Tiered Approach to Trauma Certificate Program
 UAB School of Health Professions
 SHPB 353
 1716 9th Avenue South
 Birmingham, AL 35294-1212
 Telephone 205-934-1044
 E-mail rar82@uab.edu
 Web [Multi-Tiered Approach to Trauma](#)

Clinical Doctorate in Occupational Therapy

The Clinical Doctorate in Occupational Therapy (OTD) prepares graduates with in-depth knowledge in a specific area such as professional practice, advocacy, policy, education, research and program development. Doctoral students actively engage in educational and clinical experiences to develop the capacity to drive change across professional and community based practice. Students develop advanced knowledge and practice skills to assess occupational needs; identify barriers to occupational engagement and devise strategies that support full occupational participation to improve the health and well-being of people, populations, and communities. The degree is offered as either:

1. Entry-Level OTD – The entry level, or professional track, is a full-time program designed for those interested in obtaining an occupational therapy degree. The graduates of this track are eligible to sit for the national occupational therapist certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT®): website: www.nbcot.org.
2. Post-professional OTD – The post-professional track is a flexible web-based format that allows occupational therapists across the United States, and in other countries, to obtain this advanced practice degree while working full time. The post-professional track is for experienced occupational therapy professionals.

Entry-Level OTD Program Accreditation

The entry-level occupational therapy doctoral degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. Graduates of the program 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 in order 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.

Students must complete 24 weeks of Level II fieldwork as well as an individual 14-week capstone experience within 12 months following the completion of the didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork as well as completion of preparatory activities defined in 2018 ACOTE OTD Standard D.1.3.

Credentials Conferred

The Clinical Doctorate in Occupational Therapy (OTD) degree is awarded by the University of Alabama at Birmingham.

Professional Certification

Graduates of the entry level OTD program will be eligible to sit for the national occupational therapist certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT)®; website: www.nbcot.org. After successful completion of the examination, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Applicants should be aware that fieldwork/capstone placement sites, professional licensing agencies and prospective employers frequently require criminal history disclosures and background checks, although convictions do not necessarily disqualify someone for licensure or employment. Applicants with criminal convictions should recognize that such convictions may impede licensure or employment and that the University of Alabama at Birmingham cannot predict the future decisions of fieldwork/capstone sites, licensing agencies, or employers. An individual who is considering, or who has entered, an occupational therapy education program can have his/her background reviewed by requesting an Early Determination Review from NBCOT at <https://www.nbcot.org/en/Students/Services>

Length of Study

Minimum of eight (8) semesters as a full-time student.

Entrance Date

Summer semester

Application Deadline

This program participates in the Occupational Therapy Centralized Application Service (OTCAS). Please consult www.otcas.org for more information regarding specific OTCAS application requirements, procedures, and fees. The OTCAS application needs to be completed by the OTCAS deadline. Applicants should send all application materials directly to OTCAS. OTCAS will verify the application information and send completed applications to the department. Contact Information for OTCAS: Web: <https://portal.otcas.org/>.

Requirements for Admission

The applicant must hold a baccalaureate degree from an accredited college or university in a field other than occupational therapy. Acceptance will be based on the student's academic ability, aptitude for a career as an occupational therapist, and an interview. The candidate is expected to satisfy the following requirements:

- Complete the OTCAS application based on the OTCAS deadline.
- Hold a baccalaureate degree in a discipline other than occupational therapy from an accredited college or university; or receive a baccalaureate degree prior to admission.
- Completion of prerequisite coursework prior to admission.
- Complete either:
 - At least 20 hours of observation of occupational therapy. Various settings are recommended. Or:

- The “Introduction to Occupational Therapy” course (offered 100% online)
- Have an overall minimum GPA of 3.0 as calculated by OTCAS or a minimum GPA of 3.0 in the last 60 hours of coursework;
- Have an overall minimum GPA of 3.0 or better for all prerequisite courses. For prerequisite courses, no grade lower than a B will be accepted.
- If invited, complete an interview with faculty of the Department of Occupational Therapy.

Students who are **accepted** into the UAB Clinical Doctorate in Occupational Therapy (OTD): entry level program must:

- Complete the UAB Graduate School application to include the Graduate School fee.
- Complete the UAB medical history questionnaire and physical.
- Provide proof of required immunizations, and receive satisfactory screening by the UAB Medical Center Student Health Service.
- Send all official transcripts to the UAB Graduate School.
- Submit a \$300 non-refundable deposit to reserve a seat in the program (deposit will be applied to tuition for students who start the program).
- Complete a criminal background check and drug screen before program matriculation and as specified by the Department of Occupational Therapy.

Prerequisites-UAB Equivalents

All prerequisites must be completed in the last 8 years with a grade of "B" or better, or must be scheduled for completion prior to **admission**. (Transfer equivalents for UAB can be found [by clicking here.](#))

Course requirements are listed in semester credit hours.

Requirements	Hours
Arts and Humanities	3
EH 302 Intermediate Writing	
Social and Behavioral Sciences	6
PY 218 Psychopathology	
PY 212 Developmental Psychology ((course must cover human development from prenatal to old age)	
Natural Sciences and Mathematics	22
Statistics (must be taken in Math, Psychology or Sociology)	
MA 180 Introduction to Statistics	
or PY 216 Elementary Statistical Methods	
or SOC 410 Social Statistics	
or HCM 360 Statistics for Managers	
Biology with Lab	
BY 123 Introductory Biology I	
& 123L and Introductory Biology I Laboratory	
Human Anatomy with Lab	
BY 115 Human Anatomy	
& 115L and Human Anatomy Laboratory	
Human Physiology with Lab	
BY 116 Introductory Human Physiology	
& 116L and Introductory Human Physiology Laboratory	

Kinesiology

KIN 307 Applied Kinesiology

Introductory Sociology or Cultural Anthropology

SOC 100 Introduction to Sociology

or ANTH 101 Introducing Cultural Anthropology

Medical Terminology is strongly recommended

HCM 350 Medical Terminology for Health Professionals

Essential Requirements

Prior to enrollment, students must certify their ability to complete the essential tasks, with or without reasonable accommodation, associated with performing as an occupational therapy student. Reasonable accommodation refers to ways in which the University can assist students with disabilities to accomplish these tasks (for example, providing extra time to complete an examination or enhancing the sound system in a classroom). Reasonable accommodation does not mean that students with disabilities will be exempt from certain tasks; it does mean that the Department of Occupational Therapy will work with students with disabilities to determine whether there are ways to assist the student with completion of the required tasks.

After enrollment, a student with a disability who wishes reasonable accommodation contacts Disability Support Services (205) 934-4205 or (205) 934-4248 (TDD) or visit 9th Avenue Office Bldg. 1701 9th Ave., provides appropriate and current documentation substantiating the claimed disability, meets the requirements of a disability as described in the ADA, and identifies the needed accommodation. Reasonable accommodation in classroom and in practice settings cannot be provided without the formal request and the required documentation of the ADA defined disability. (Visit <http://www.uab.edu/dss>)

Essential Tasks

The student possess sufficient cognitive skills to:

- Acquire, process, retain and apply knowledge through a variety of instructional methods such as: written materials (i.e. texts, journals, documentation and other written sources), oral delivery, visual demonstrations, laboratory experiences, clinical experiences and independent learning.
- Complete reading assignments, search and analyze professional literature, and apply information gained to guide practice.
- Process (measure, calculate, analyze, synthesize and evaluate) large amounts of complex information; apply theoretical concepts to practice activities and perform clinical problem-solving in a logical and timely manner.
- Perceive and understand three-dimensional relationships and spatial relationships necessary for education and practice related tasks such a moving in a variety of environments, designing treatment equipment, and fabricating splints.
- Maintain attention for 2-4 hours; tolerate days when classes or fieldwork may last 8-10 hours.
- Take and pass test/quizzes in a variety of formats.
- Complete written assignments and produce written documentation in standard and organized English.
- Apply knowledge and judgment required to demonstrate ethical reasoning and behavior.
- Apply safety knowledge and judgment to a variety of situations.
- Comply with University, Program, and fieldwork site rules and regulations.

- Demonstrate problem-solving skills and judgment necessary to modify evaluation or intervention methods when necessary to address the specific needs of individuals (behavioral, cultural, etc.), in order to maximize client performance.
- Apply clinical reasoning and judgment necessary for interpretation of evaluation data and development of treatment plans.
- Identify and select occupations that are goal directed and motivate and challenge clients.
- Demonstrate judgment necessary to establish priorities and develop and use strategies.

The student must possess sufficient interpersonal skills, communication skills, and affective learning skills to:

- Demonstrate positive sufficient interpersonal skills including, but not limited to, cooperation, flexibility, tact, empathy, and confidence.
- Collaborate with classmates, clients, family members, significant others, and team members.
- Function successfully in supervisory, and instructor-student relationships; change and adjust behavior and performance in the classroom, laboratory, or clinic on the basis of instructor feedback.
- Participate equitably in cooperative group learning activities; actively participate in class discussions and as a member of a team.
- Sustain the mental and emotional rigors of a demanding educational program in occupational therapy that includes academic and clinical components that occur within set time constraints and often concurrently.
- Orally present information to groups of people.
- Communicate in the English language effectively and clearly in oral and written forms, using proper spelling, punctuation, and grammar to explain procedures and teach skills.
- Use language appropriate to the recipient, with faculty, peers, clients, and other health professionals from different social and cultural backgrounds; use communication skills needed to practice safely.
- Obtain information from clients, peers, faculty, supervisors, and other professionals.
- Use therapeutic communication skills such as attending and active listening during therapeutic interactions; and motivating and facilitating client behaviors in order to maximize client performance.
- Communicate effectively both verbally and non-verbally; elicit and describe factual information and perceive information derived from verbal and non-verbal communication and social cues.
- Be appropriately assertive as required to speak in class, initiate and guide the therapy process, establish limits as needed for the safety of self and clients and establish professional identity within complex systems.
- Utilize the computer for communication and class assignments.
- Observe persons and scenarios and elicit relevant information for use in assessment and intervention.
- Plan, guide and implement both individual and group interventions.

The student must possess sufficient professional behavior to:

- Demonstrate respect for diversity, including but not limited to, socio-cultural, socioeconomic, spiritual, and lifestyle choices.
- Function successfully in supervisory and instructor-student relationships; change and adjust behavior and performance in the classroom, laboratory, or clinic on the basis of instructor feedback.

- Exhibit professional demeanor including appropriate language and dress, acceptance of responsibility for conduct.
- Demonstrate organizational and time management skills and ability to prioritize activities effectively as needed to attend class and fulfill class requirements.
- Exhibit flexibility and adapt to changing environments and expectations.
- Cope with stresses encountered in the intensive educational process as well as clinical practice environments.
- Demonstrate consistent work behaviors including initiative, preparedness, dependability, punctual attendance and work site maintenance.
- Tolerate working in environments where there is exposure to disability, illness, pain, and death.
- Maintain general good health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical settings.
- Maintain ethical standards including honesty, integrity, and confidentiality, at all times.
- Produce the required volume of work in the expected time frame.

The student must possess sufficient physical and sensory skills to:

- Tolerate sitting up to 2 hours at a time, over an 8-10 hour period.
- Tolerate periods of physical activity up to 8-10 hours per day.
- Demonstrate coordination, equilibrium, and sensory functioning required to manipulate parts of, or whole bodies of, simulated and real clients for purposes of evaluation and treatment.
- Demonstrate mobility and ability to move within environments adequately to access and maneuver within locations and destinations including classroom, lab, and clinical settings.
- Demonstrate lifting ability sufficient to maneuver an individual's body parts effectively to perform evaluation and treatment techniques including, but not limited to, transferring another person into and out of a wheelchair, to and from the commode or bed, etc.
- Demonstrate sufficient postural control, neuromuscular control, eye/hand coordination, and integrated function of the senses of vision, hearing, tactile sense, vestibular (movement sense) and proprioception (sense of muscles and joints) to manipulate and use common occupational therapy equipment, devices, materials, and supplies, and demonstrate competency in the use of these objects within assessment and treatment procedures commonly used in occupational therapy practice.
- Demonstrate motor skill capacities with sufficient levels of strength, endurance and fine and gross motor coordination to safely, accurately, and effectively engage in a wide variety of therapeutic techniques, activities and occupations used in the occupational therapy assessment and intervention process; these capacities would include ability to lift and move objects, adequate manual dexterity, arm and hand function needed to use tools and perform other manipulative activities, use of limbs and trunk in bending, twisting, squatting, kneeling, reaching, pushing, pulling, holding, extending, and rotation.
- Manipulate or guide another person's body in transfers, ambulation, positioning and assisted or facilitated trunk, head, and limb movements.
- Manipulate bolsters, pillows, plinths, mats, assistive/adaptive devices, and other supports or chairs to aid in positioning, moving, or treating a patient/client effectively.

- Legibly record/document evaluations, patient care notes, and referrals, etc., in standard medical charts in clinical settings in a timely manner and consistent with the acceptable norms of clinical settings.
- Demonstrate or complete activities or tests with adequate degree of fine motor dexterity.
- Tolerate physical contact with others; tolerate manipulation of his/her own body by peers or instructors for instructional purposes.
- Demonstrate a sufficiently high degree of coordination of motor skills and vigilance to respond to emergency situations quickly and appropriately, including performance of CPR.
- Travel to various community and fieldwork sites for experiential learning, clinical opportunities, and fieldwork.

Typical Program

Total curriculum hours for the Entry-Level OTD: 107

Requirements	Hours
First Year (Summer)	15
OT 701 Theoretical Foundations for Occupational Therapy Practice	
OT 704 Research Design for Occupational Therapy Practice	
OT 715 Introduction of the OT Process, Analysis and Adaptation of Occupation	
OT 716 Social, Economic and Political Factors that Influence Occupational Therapy	
OT 717 Creative Occupations	
OT 730 Performance Skills for Occupation: Introduction	
First Year (Fall)	13
OT 720 Contexts of Professional Practice: Infancy to Early Childhood	
OT 726 Low Vision and Participation	
OT 731 Performance Skills for Occupation: Infancy to Adolescence	
OT 764 Fieldwork Experience	
OT 776 Capstone Project	
Second Year (Spring)	15
OT 705 Evidenced-based Occupational Therapy Practice Design and Application	
OT 721 Contexts of Professional Practice: Childhood to Adolescence	
OT 732 Performance Skills for Occupation: Adulthood	
OT 750 Scholarly Inquiry I	
OT 764 Fieldwork Experience	
OT 776 Capstone Project	
Second Year (Summer)	16
OT 703 Advocacy and Healthcare Policy in Population Health	
OT 706 Management for Occupational Therapy Practice	
OT 722 Contexts of Professional Practice: Early Adulthood to Middle Adulthood	
OT 751 Scholarly Inquiry II	
OT 764 Fieldwork Experience	
OT 776 Capstone Project	
Second Year (Fall)	14
OT 634 Seminar in Professional Readiness	
OT 723 Contexts of Professional Practice: Later Adulthood	
OT 727 Health and Wellness Promotion	
OT 774 Contemporary and Emerging Issues in Occupational Therapy	

OT 776	Capstone Project	
Third Year (Spring)		10
OT 765	Advanced Fieldwork I	
Third Year (Summer)		10
OT 766	Advanced Fieldwork II	
Third Year (Fall)		14
OT 777	Capstone Experience: Emerging as an Occupational Therapist	
Total Hours		107

For further information contact:

UAB Department of Occupational Therapy
 Recruitment and Admissions Coordinator
 SHPB 353, 1716 9th Avenue South
 Birmingham, AL 35294-1212
 Telephone 205-934-3568
 E-mail OTD@uab.edu
 Web <http://www.uab.edu/shp/ot>

Post-professional OTD

Length of Study

The program requires variable semesters to complete; students taking two courses per semester should finish in 2 1/2 years. Students taking only one course per semester or a mix of credit hours across semesters will take longer. One course a semester will take four (4) years. The UAB Graduate School mandates degree completion in five (5) years.

Requirements for Admission

Admission is open to therapists with current master's or bachelor's degrees in occupational therapy conferred from an accredited occupational therapy program who are currently employed or have a minimum of one year experience as an occupational therapist.

Requirement	Fulfilled By:
Entry Term:	Fall
Deadline for ALL Application Materials to be in the Graduate School Office:	August 1
Entrance Tests:	For international applicants from non-English speaking countries, scores for the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS)

All Post-Professional OTD applicants must complete the following requirements:

*No GRE (Graduate Record Examination) is required.

**Students planning to take the Low Vision Graduate Certificate concentration must also submit a copy of their US license. This does not apply to international students.

- Current master's or bachelor's degree in occupational therapy from an accredited program (this includes applicants who have an OTA degree and a BS degree in a related field).

- Applicants must be currently or have been previously employed as an occupational therapist or OTA with at least one year of clinical experience.
- The ability to complete essential tasks, with or without reasonable accommodation, associated with performing as an occupational therapy student.
- Curriculum vitae (CV)/ Resume.
- GPA of 3.0 from most recent degree.
- A Letter of Intent (minimum of two double-spaced pages and maximum of four pages in length to be submitted before interview) providing a description of how the program aligns with the applicant's intended career goals.
- Three letters of reference from professionals you have worked with.
- Interview (online or in-person).
- Computer skills.

International Students:

See Clinical Doctorate in Occupational Therapy Admissions Checklist, in addition to the following items:

<https://www.uab.edu/graduate/admissionsrequirements>

- A transcript evaluation from World Education Services (www.wes.org) or Educational Credential Evaluators (www.ece.org) may be required.
- Students from countries where English is not the official and primary language may be required to take the TOEFL, or the IELTS. A minimum score of 550 on the paper text, 213 on the computer version, or 80 on the internet-based test of the TOEFL or a minimum score of 6.0 – 6.5 on the IELTS test is recommended.

Essential Requirements

After acceptance, and prior to enrollment into online programs, students must certify their ability to complete the essential tasks, with or without reasonable accommodation, associated with performing as an occupational therapy student. Reasonable accommodation refers to ways in which the University can assist students with disabilities to accomplish these tasks (for example, providing extra time to complete an examination). Reasonable accommodation does not mean that students with disabilities will be exempt from certain tasks; it does mean that the Department of Occupational Therapy will work with students with disabilities to determine whether there are ways to assist the student with completion of the required tasks.

After enrollment, a student with a disability who wishes reasonable accommodation must contact Disability Support Services at (205) 934-4205 or (205) 934-4248 (TDD), provide appropriate and current documentation substantiating the claimed disability, meet the requirements of a disability as described in the ADA, and identify the needed accommodation. Reasonable accommodation in classroom and in practice settings cannot be provided without the formal request and the required documentation of the ADA defined disability. (Visit <http://www.uab.edu/dss>).

Essential Tasks

- Students must be competent in computer skills to include use of the Microsoft Office Suite (Word, PowerPoint, Excel, etc.), email correspondence, web search skills. The student must have adequate and reliable access to the internet. Recommended technology resources are described at <https://www.uab.edu/elearning/academic-technologies/canvas>.
- Students must meet class standards for course completion throughout the curriculum.
- Students must be able to read, write, speak, and understand English at a level consistent with successful course completion and development of positive client therapist relationships.
- Students must complete readings, assignments, and other activities.
- Students must gather decision-making pieces of information during client assessment activities.
- Students must perform evaluation and intervention activities by direct performance keys.
- Students must apply critical thinking processes to their work in the courses.
- Students must have interpersonal skills as needed for productive discussion, and respectful interaction with classmates and faculty.
- Students must demonstrate appropriate health status prior to enrollment with annual updates on some items. Requirements at www.uab.edu/studenthealth.
- Students must follow standards and policies specified in the Department of Occupational Therapy Student Handbook posted online on our website at <http://www.uab.edu/shp/ot/admissions>.

Degree

On completion of the required coursework the student will be awarded an OTD by the University of Alabama at Birmingham and the student's name will appear in the commencement bulletin. A transcript of the coursework taken for the degree will be available through the University Registrar's Office.

The curriculum for the degree is offered online via a web-based learning management system for students in the program. Students accepted into the program begin the curriculum in August and complete one or more courses per semester. The clinical doctorate requires variable semesters to complete; students taking 2 courses per semester should finish in 2 1/2 years. Students taking only 1 course per semester or a mix of credit hours across semesters will take longer.

Typical Program

The curriculum is designed with the working occupational therapist in mind. Coursework emphasizes practical application to the OT clinic environment. Projects are designed to reinforce classroom learning for application to practice. Materials for completion of the courses can be obtained through the Internet, materials provided, and required texts.

The Post-Professional OTD follows a core/concentration model which consists of a total of 40 semester hours. 25 semester hours are taken

in the core. The remaining 15 semester hours are taken as required electives in specialty areas.

Required Core Courses

Requirements	Hours
Core Course Requirements	
OT 701 Theoretical Foundations for Occupational Therapy Practice	3
OT 702 Leadership for OT Practice Excellence	2
OT 703 Advocacy and Healthcare Policy in Population Health	3
OT 704 Research Design for Occupational Therapy Practice	3
OT 705 Evidenced-based Occupational Therapy Practice Design and Application	3
OT 706 Management for Occupational Therapy Practice	3
OT 707 Occupational Therapists as Educators	2
OT 798 Occupational Therapy Capstone Experience/Non-Thesis Project <small>Minimum of 6 credit hours completed over multiple semesters upon completion of OT704 and OT 705</small>	6
Total Hours	25

Elective Course Offerings

Requirements	Hours
Select 15 credit hours upon program director approval	15
HQS 600 Introduction to Clinical Quality Improvement	4
HQS 610 Quantitative Methods, Measurement, and Tools for Quality Improvement	4
HQS 625 Fundamentals of Patient Safety	4
HQS 630 Leadership of High Reliability Healthcare Organizations	3
OT 677 Foundations in Low Vision Rehabilitation I	3
OT 679 Foundations in Low Vision Rehabilitation II	3
OT 689 Foundations in Treatment of Visual Impairment from Brain Injury	3
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Typical Program

Total Curriculum Hours for the Post-Professional OTD: 40

For further information contact:

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OT-Occupational Therapy Courses

OT 615. Occupational Therapy Study Abroad. 1 Hour.

A five-week program that offers a unique combination of online and classroom learning, an in-country community engagement and cultural immersion. Selected location and on-site activities provided in the current course syllabus.

OT 634. Seminar in Professional Readiness. 2 Hours.

Forum for exchange of ideas and experiences; student, faculty, and alumni presentations on variety of topics.

OT 660. Seminar: Interdisciplinary Svcs/Devel Disabilities. 1-2 Hour.

Synthesis of team-based approaches to intervention for infants, children, and youth with known or suspected disabilities.

OT 677. Foundations in Low Vision Rehabilitation I. 3 Hours.

Information on the topics of low vision rehabilitation including demographics and characteristics, settings and provider systems, anatomy and physiology of the eye and visual system, medical conditions causing low vision and common co-occurring secondary health conditions, low vision evaluation and screening, contribution of low vision on occupational performance and environmental interaction, and intervention strategies used by the occupational therapy generalist working in low vision.

OT 679. Foundations in Low Vision Rehabilitation II. 3 Hours.

Techniques for selecting, developing, and applying interventions to enhance occupational performance. Topics covered include optical devices, assistive technology and computer modifications, reading, and writing.

Prerequisites: OT 677 [Min Grade: C]

OT 680. Foundations of Blind Rehabilitation. 3 Hours.

Knowledge needed to understand and implement non-visual intervention strategies.

OT 689. Foundations in Treatment of Visual Impairment from Brain Injury. 3 Hours.

Evaluation and intervention for adults experiencing occupational limitations due to visual processing impairment from acquired brain injury. Topics include neuroanatomy of the visual processing system, evaluation and intervention for deficits in visual acuity, visual field oculomotor function, and visual attention and cognitive processing.

Prerequisites: OT 677 [Min Grade: C] and OT 690 [Min Grade: C]

OT 690. Foundations in Low Vision Rehabilitation III. 3 Hours.

Techniques for selecting, developing, and applying interventions to enhance occupational performance. Topics covered include activities of daily living with and without vision, functional mobility, diabetes self-management, and driving and transportation.

Prerequisites: OT 677 [Min Grade: C]

OT 691. Foundations in Low Vision Rehabilitation IV. 3 Hours.

Students demonstrate ability to apply knowledge gained in the previous foundation courses to select and interpret evaluations and design interventions for adults with vision impairment. Format includes: a three-day on-campus intensive to provide review and synthesis of key evaluation and intervention principles for working with persons with age-related vision impairment and brain injury; practicum in diabetes self-management, prescribed optical devices and assistive technology; influence of policy and regulation on practice; ethical reasoning and advocacy; professional development and continuing professional competence.

Prerequisites: OT 677 [Min Grade: C] and OT 679 [Min Grade: C] and OT 689 [Min Grade: C] and OT 690 [Min Grade: C]

OT 692. Special Topics in OT. 1-4 Hour.

Readings for in depth study of specialized topics.

OT 701. Theoretical Foundations for Occupational Therapy Practice. 3 Hours.

Occupational therapy frameworks, theory, philosophy, conceptual models, and practice models as guides to clinical reasoning; integration into clinical practice.

OT 702. Leadership for OT Practice Excellence. 2 Hours.

Leadership competencies for the occupational therapist; leadership and management theories to guide and enhance professional practice.

OT 703. Advocacy and Healthcare Policy in Population Health. 3 Hours.

Broad overview and challenges of the current U.S. healthcare system; impact of regulation on health care access, delivery, cost, and quality for disability populations; advocacy role for OTs working with these populations.

OT 704. Research Design for Occupational Therapy Practice. 3 Hours.

Research designs and advanced statistical concepts; internal and external validity; confounding variables; extrapolation of research findings; critique of the professional literature.

OT 705. Evidenced-based Occupational Therapy Practice Design and Application. 3 Hours.

Strategies for evidence-based service delivery; critical analysis of the literature to support clinical practice. Includes applied project.

OT 706. Management for Occupational Therapy Practice. 3 Hours.

Managing people and resources in a practice environment changing due to political, regulatory, economic, and social drivers.

OT 707. Occupational Therapists as Educators. 2 Hours.

Role of the occupational therapist as educator; teaching and learning styles; effective organization of educational experiences.

OT 710. Introduction to Occupational Science. 3 Hours.

Conceptual foundations and methodological orientations for occupational science; human drive to remain occupied; creation of identity through meaningful activity; enhancing health and wellness through occupation.

OT 711. Adaptation and Disability in Occupational Therapy Practice. 3 Hours.

Process of social and cultural adaptation to disabilities and stigmatized medical conditions using examples from different cultures and disabilities.

OT 712. Environment and Context in Occupational Therapy Practice. 3 Hours.

Relationship between environments and context from the micro (home) to the macro level (country view); impact of these constructs on disability over the lifespan.

OT 713. Professional Writing. 3 Hours.

Advanced writing course designed to teach professional writing styles commonly used in academia and professional practice.

OT 714. Program Evaluation in Occupational Therapy. 3 Hours.

Designs and methods in formative and summative program evaluation; quantitative and qualitative strategies; communicating information to stakeholders.

OT 715. Introduction of the OT Process, Analysis and Adaptation of Occupation. 3 Hours.

Examines the complex nature of occupation and how it contributes to the experience of being human; Employing logical thinking, critical analysis, problem-solving and creativity, students will learn how to analyze and adapt occupations. Students will study the domain and process of occupational therapy through case based learning.

OT 716. Social, Economic and Political Factors that Influence Occupational Therapy. 2 Hours.

Examines the individual, community and systems level influencers of occupational participation; Discussion of health viewed through social, cultural and systemic factors. Focus on developing critical thinking skills related to occupational justice, occupational disruption, deprivation, apartheid, transitions and imbalance in culturally responsive practice.

OT 717. Creative Occupations. 2 Hours.

Exploration of arts and crafts in both historical and contemporary contexts; involvement in creative projects and reflections on experience to support understanding of creativity in the arts, sciences, professions, evaluation, daily life, and culture.

OT 720. Contexts of Professional Practice: Infancy to Early Childhood. 6 Hours.

Evaluation, planning, implementing, and documenting client-centered, occupation and evidence-based occupational therapy assessment and intervention of infancy to early childhood.

OT 721. Contexts of Professional Practice: Childhood to Adolescence. 6 Hours.

Evaluation, planning, implementing, and documenting client-centered, occupation and evidence-based occupational therapy assessment and intervention of childhood to adolescence.

OT 722. Contexts of Professional Practice: Early Adulthood to Middle Adulthood. 6 Hours.

Evaluation, planning, implementing, and documenting client-centered, occupation and evidence-based occupational therapy assessment and intervention of early adulthood to middle adulthood.

OT 723. Contexts of Professional Practice: Later Adulthood. 6 Hours.

Evaluation, planning, implementing, and documenting client-centered, occupation and evidence-based occupational therapy assessment and intervention of later adulthood.

OT 726. Low Vision and Participation. 3 Hours.

Evaluation, planning, implementing, and documenting client-centered, occupation and evidence-based occupational therapy assessment and intervention to address issues related to vision loss across the lifespan referred for OT treatment in all practice settings. Case-based learning.

OT 727. Health and Wellness Promotion. 3 Hours.

Occupational Therapy's role in developing theory-driven and evidence-based health promotion and wellness programs. Theoretical perspectives and intervention models guiding health promotion and wellness programs for individuals or groups of people, with and without disabilities, and in a variety of settings. Case-based learning.

OT 730. Performance Skills for Occupation: Introduction. 2 Hours.

Introduction to the examination of anatomical, physiological, neurological, cognitive, biomechanical and functional movement principles and the relation of these, and changes to occupational participation.

OT 731. Performance Skills for Occupation: Infancy to Adolescence. 2 Hours.

Anatomical, physiological, neurological, cognitive, biomechanical and functional movement principles and the relation of these, and changes, from infancy through adolescence, to occupational participation.

OT 732. Performance Skills for Occupation: Adulthood. 2 Hours.

Examines anatomical, physiological, neurological, cognitive, biomechanical and functional movement principles and the relation of these, and changes, across adulthood, to occupational participation.

OT 750. Scholarly Inquiry I. 2 Hours.

Introduction to key elements of quantitative and qualitative research design and implementation relevant to occupational therapy practice. Integration of theory, research design, and methods to design and implement a scholarly study.

OT 751. Scholarly Inquiry II. 2 Hours.

Continued study of key elements of quantitative and qualitative research design and implementation relevant to occupational therapy practice. Integration of theory, research design, and methods to design and implement a scholarly study.

OT 764. Fieldwork Experience. 1 Hour.

Series of experiential courses that emphasize the application of occupational therapy skills when working with clients and the influence that physical, psychological and/or social factors have on participation in occupation.

OT 765. Advanced Fieldwork I. 10 Hours.

Supervised practice experience designed to develop advanced entry-level, generalist professional skills.

OT 766. Advanced Fieldwork II. 10 Hours.

Supervised practice experience designed to develop advanced entry-level, generalist professional skills.

OT 774. Contemporary and Emerging Issues in Occupational Therapy. 2 Hours.

Exposure to contemporary and emerging issues and trends in occupational therapy practice; value and contribution of occupational therapy in complex and emerging settings; key competencies and unique professional attributes of occupational therapists; factors influencing health and social contexts.

OT 775. Independent Study in Occupational Therapy. 1-4 Hour.

Faculty-led exploration of a specific topic/issue related to occupational therapy.

OT 776. Capstone Project. 1 Hour.

In-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. Synthesis project includes literature review, needs assessment, goals/objectives, and evaluation plan.

OT 777. Capstone Experience: Emerging as an Occupational Therapist. 14 Hours.

Supervised experience for dissemination and application of the capstone synthesis project to demonstrate in-depth knowledge in a focused area of study.

OT 792. Special Topics in Occupational Therapy. 1-4 Hour.

Exploration of current issues in occupational therapy.

OT 798. Occupational Therapy Capstone Experience/Non-Thesis Project. 1-6 Hour.

Focused investigation of an occupational therapy problem in a professional practice setting; application of concepts and tools presented in the program courses. Written project report required.

OTC-Occupational Therapy Courses**OTC 601. Individual Impact of Trauma Across the Lifespan. 3 Hours.**

Introduces concepts related to trauma, childhood trauma, adverse childhood experiences and complex developmental trauma; focus on neurological development and implications for health, education and relationships across the lifespan. Offered in fall.

OTC 603. Trauma and Context Specific Considerations. 3 Hours.

This course will focus on the impact of trauma on family systems and within local community contexts. Emphasis on family systems theory and community health. Specific topic areas include: displaced populations, human trafficking, justice systems, homelessness, education systems, neurodiversity, health equity and accessibility. Offered in spring.

Prerequisites: OTC 601 [Min Grade: C]

OTC 605. Historical Trauma. 3 Hours.

This course will focus on systemic, generational and historical trauma. Topics include: minoritized populations across cultures, epigenetics, and restorative and transformative justice. Offered in summer.

Prerequisites: OTC 603 [Min Grade: C]

OTC 610. Systems Assessment using Trauma Lens. 3 Hours.

Introduces models of assessment relevant to student's areas of expertise and interest. Application of multi-tiered knowledge related to trauma to assess a practice area and local context using evidence informed processes. Emphasis on evaluating the evidence behind trauma related models and implementation across settings.

Prerequisites: OT 601 [Min Grade: C] and OT 603 [Min Grade: C]

OTC 615. Trauma Responsive Program Design. 3 Hours.

This course equips students to graduate from the certificate with practical application of content to their own area of expertise. Students will with practical application of content to their own area of expertise. Students will complete a project that is unique to their practice area and/or area of interest and outlines next steps for increasing trauma informed practice within their setting and/or within their own professional growth. The goal of this specific project is for students to develop a project that is feasible implemented within the first 6 months following certificate completion. Offered spring term.

Prerequisites: OTC 610 [Min Grade: B]

OTC 620. Neurosequential Model Phase 1: A. 3 Hours.

This course involves an in depth study of neurological implications of trauma and includes the first portion of the Neurosequential Model of Therapeutics™ (NMT) Phase 1 training.

OTC 625. Neurosequential Model Phase 1: B. 3 Hours.

Students will complete the final portion of the Neurosequential Model of Therapeutics™ (NMT) Phase 1 training.