Occidental 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.

<table>
<thead>
<tr>
<th>Degree Offered:</th>
<th>Occupational Therapy Clinical Doctorate (OTD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directors:</td>
<td>Dr. Gavin Jenkins (Entry-level) and Dr. Sarah Tucker (Post-professional)</td>
</tr>
<tr>
<td>Phone:</td>
<td>(205) 934-7326</td>
</tr>
<tr>
<td>Website:</td>
<td><a href="http://www.uab.edu/shp/otd">http://www.uab.edu/shp/otd</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree Offered:</th>
<th>Low Vision Rehabilitation Graduate Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director:</td>
<td>Dr. Beth Barstow</td>
</tr>
<tr>
<td>Phone:</td>
<td>(205) 934-7321</td>
</tr>
<tr>
<td>Website:</td>
<td><a href="http://www.uab.edu/shp/ot/lv/low-vision-rehabilitation">http://www.uab.edu/shp/ot/lv/low-vision-rehabilitation</a></td>
</tr>
</tbody>
</table>

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.
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

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Cohort</td>
<td></td>
</tr>
<tr>
<td>OT 677 Foundations in Low Vision Rehabilitation I (1st Fall semester)</td>
<td>3</td>
</tr>
<tr>
<td>OT 679 Foundations in Low Vision Rehabilitation II (1st Spring semester)</td>
<td>3</td>
</tr>
<tr>
<td>1st Summer semester Open</td>
<td></td>
</tr>
<tr>
<td>OT 690 Foundations in Low Vision Rehabilitation III (2nd Fall semester)</td>
<td>3</td>
</tr>
<tr>
<td>OT 689 Foundations in Treatment of Visual Impairment from Brain Injury (2nd Spring semester)</td>
<td>3</td>
</tr>
<tr>
<td>OT 691 Foundations in Low Vision Rehabilitation IV (2nd Summer semester)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 15 credits

For further information contact:

Program Coordinator
Occupational Therapy Low Vision Rehabilitation Certificate Program
UAB School of Health Professions

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, and 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 has applied for accreditation and was granted Candidacy Status 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. The program must have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses usually are 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

ACOTE’s final accreditation decision will be completed August 2023. Following successful completion of that, 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.nbcol.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 theNBCOT Certification Examination.

Applicants should be aware that fieldwork 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 eventual licensure or employment and that the University of Alabama at Birmingham cannot predict the future decisions of fieldwork sites, licensing agencies, or employers. An individual who is considering, or who has entered, an occupational therapy educational program can have his/her background reviewed by requesting an Early Determination Review from NBCOT at https://www.nbcol.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 that 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.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td></td>
</tr>
<tr>
<td>EH 302 Intermediate Writing</td>
<td>3</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td>6</td>
</tr>
<tr>
<td>PY 218 Psychopathology</td>
<td></td>
</tr>
<tr>
<td>PY 212 Developmental Psychology</td>
<td></td>
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<tr>
<td>Statistics (must be taken in Math, Psychology or Sociology)</td>
<td></td>
</tr>
<tr>
<td>MA 180 Introduction to Statistics</td>
<td></td>
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<tr>
<td>or PY 216 Elementary Statistical Methods</td>
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<tr>
<td>or SOC 41 Social Statistics</td>
<td></td>
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<tr>
<td>or HCM 39 Statistics for Managers</td>
<td></td>
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<tr>
<td>Biology with Lab</td>
<td></td>
</tr>
<tr>
<td>BY 123 Introductory Biology I</td>
<td></td>
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<tr>
<td>&amp; 123L and Introductory Biology I Laboratory</td>
<td></td>
</tr>
<tr>
<td>Human Anatomy with Lab</td>
<td></td>
</tr>
<tr>
<td>BY 115 Human Anatomy</td>
<td></td>
</tr>
<tr>
<td>&amp; 115L and Human Anatomy Laboratory</td>
<td></td>
</tr>
<tr>
<td>Human Physiology with Lab</td>
<td></td>
</tr>
</tbody>
</table>
The student must possess sufficient professional behavior to:

- 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.

### 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](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.
- 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; tolerant 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

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Fulfilled By:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry Term:</td>
<td>Fall</td>
</tr>
<tr>
<td>Deadline for ALL Application Materials to be in the Graduate School Office:</td>
<td>August 1</td>
</tr>
<tr>
<td>Entrance Tests:</td>
<td>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)</td>
</tr>
</tbody>
</table>

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.

- 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:

- 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.

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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 in specialty areas (Low Vision Rehabilitation, Healthcare Quality and Safety, or General).

<table>
<thead>
<tr>
<th>Required Core Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Course Requirements</td>
<td></td>
</tr>
<tr>
<td>OT 701 Theoretical Foundations for Occupational Therapy Practice</td>
<td>3</td>
</tr>
<tr>
<td>OT 702 Leadership for OT Practice Excellence</td>
<td>2</td>
</tr>
<tr>
<td>OT 703 Advocacy and Healthcare Policy in Population Health</td>
<td>3</td>
</tr>
<tr>
<td>OT 704 Research Design for Occupational Therapy Practice</td>
<td>3</td>
</tr>
<tr>
<td>OT 705 Evidenced-based Occupational Therapy Practice Design and Application</td>
<td>3</td>
</tr>
<tr>
<td>OT 706 Management for Occupational Therapy Practice</td>
<td>3</td>
</tr>
<tr>
<td>OT 707 Occupational Therapists as Educators</td>
<td>2</td>
</tr>
<tr>
<td>OT 798 Occupational Therapy Capstone Experience/Non-Thesis Project</td>
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</table>

Total Hours: 25

Low Vision Rehabilitation Concentration

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective Course Requirements for students completing the Low Vision Rehabilitation concentration</td>
<td></td>
</tr>
<tr>
<td>OT 677 Foundations in Low Vision Rehabilitation I</td>
<td>3</td>
</tr>
<tr>
<td>OT 679 Foundations in Low Vision Rehabilitation II</td>
<td>3</td>
</tr>
<tr>
<td>OT 689 Foundations in Treatment of Visual Impairment from Brain Injury</td>
<td>3</td>
</tr>
<tr>
<td>OT 690 Foundations in Low Vision Rehabilitation III</td>
<td>3</td>
</tr>
<tr>
<td>OT 691 Foundations in Low Vision Rehabilitation IV</td>
<td>3</td>
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</tbody>
</table>

Total Hours: 15

Healthcare Quality and Safety Concentration

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective Course Requirements for students completing the Healthcare Quality and Safety concentration</td>
<td></td>
</tr>
<tr>
<td>HQS 600 Introduction to Clinical Quality Improvement</td>
<td>4</td>
</tr>
<tr>
<td>HQS 610 Quantitative Methods, Measurement, and Tools for Quality Improvement</td>
<td>4</td>
</tr>
<tr>
<td>HQS 625 Fundamentals of Patient Safety</td>
<td>4</td>
</tr>
<tr>
<td>HQS 630 Leadership of High Reliability Healthcare Organizations</td>
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</table>

Total Hours: 15

General Concentration

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective Course Requirements for students completing the General concentration (select 15 hours)</td>
<td>15</td>
</tr>
<tr>
<td>OT 710 Introduction to Occupational Science</td>
<td>3</td>
</tr>
<tr>
<td>OT 711 Adaptation and Disability in Occupational Therapy Practice</td>
<td>3</td>
</tr>
<tr>
<td>OT 714 Program Evaluation in Occupational Therapy</td>
<td>3</td>
</tr>
<tr>
<td>OT 775 Independent Study in Occupational Therapy</td>
<td>1-3</td>
</tr>
<tr>
<td>OT 792 Special Topics in Occupational Therapy</td>
<td>1-4</td>
</tr>
<tr>
<td>GRD 727 Writing &amp; Reviewing Research</td>
<td>3</td>
</tr>
</tbody>
</table>

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

International Students:

See Clinical Doctorate in Occupational Therapy 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 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.

Typical Program
Total Curriculum Hours for the Post-Professional OTD: 40

For further information contact:
UAB, Department of Occupational Therapy
Program Director, Occupational Therapy Post-Professional Doctorate Program
SHPB 338, 1716 9th Avenue South
Birmingham, AL 35294-1212
Telephone 205-934-8623
E-mail OTD@uab.edu
Web http://www.uab.edu/shp/otd

Courses

OT 595. Occupations and Health: Groups and Communities I. 1 Hour.
A service-based learning model, pairing students with community partners to provide opportunities to reflect upon the facilitating and inhibiting nature of group and community settings. The course will also provide opportunity to consider the domains and contexts of both occupation and its influence on health, well-being, and lifestyle. The course aims to facilitate self-awareness through reflection of personal values, family, and roles as aspects of development of personality type and sense of self, as well as emphasizing cultural diversity competence and clearance of institutional administrative requirements for off campus experiences.

OT 596. Occupations and Health: Groups and Communities II. 1 Hour.
A service-based learning model, pairing students with community partners to provide opportunities to reflect upon the facilitating and inhibiting nature of group and community settings. In addition, the course will allow the opportunity to consider the domains and contexts of both occupation and its influence on health, well-being, and lifestyle. The course introduces the Occupational Therapy Practice Framework and application of the Occupational Therapy Process for clients at the groups and communities level. Service-based learning is introduced, and a number of service-based experiences are coordinated as a means to introduce the existing community partnerships.
Prerequisites: OT 595 [Min Grade: C]

OT 597. Occupations and Health: Groups and Communities III. 1 Hour.
A service-based learning model, pairing students with community partners to provide opportunities to reflect upon the facilitating and inhibiting nature of group and community settings. The course will allow for consideration of the domains and contexts of both occupation and its influence on health, well-being, and lifestyle. The course will facilitate use of the Occupational Therapy Practice Framework and the Occupational Therapy Process when working with groups and communities. An emphasis on establishing rapport with the partners and initiating the evaluation process (i.e., development of the occupational profile, beginning the analysis of occupation, generating project ideas including outcomes, and development of a working hypothesis for the focus of the intervention plan).
Prerequisites: OT 595 [Min Grade: C] and OT 596 [Min Grade: C]

OT 598. Occupations and Health: Groups and Communities IV. 1 Hour.
A service-based learning model, pairing students with community partners to provide opportunities to reflect upon the facilitating and inhibiting nature of group and community settings. In addition, the course will allow for consideration of the domains and contexts of both occupation and its influence on health, well-being, and lifestyle. Application of the Practice Framework and Occupational Therapy Process is continued, with emphasis on completion of evaluation, development of an intervention plan including selecting desired outcomes and goals, identifying possible intervention approaches and specific interventions, and potential discharge recommendations and plan.
Prerequisites: OT 595 [Min Grade: C] and OT 596 [Min Grade: C] and OT 597 [Min Grade: C]

OT 599. Occupations and Health: Groups and Communities V. 2 Hours.
A service-based learning model, pairing students with community partners to provide opportunities to reflect upon the facilitating and inhibiting nature of group and community settings and to consider the domains and contexts of both occupation and its influence on health, well-being, and lifestyle. Application of the Practice Framework and Occupational Therapy Process with emphasis on reassessment and discharge recommendations and public dissemination of the project via poster presentation.
Prerequisites: OT 595 [Min Grade: C] and OT 596 [Min Grade: C] and OT 597 [Min Grade: C] and OT 598 [Min Grade: C]

OT 600. The Nature of Occupation. 2 Hours.
Study of the complex nature of occupation and how it contributes to the experience of being human across the life span and through life transitions. Development of student’s perspective of how health and well-being are influenced by the interplay of the person, their environment, and the nature of occupation.

OT 605. Therapeutic Skills. 3 Hours.
Group theory and group dynamics; basic group and individual client-therapist interaction and evaluation skills; therapeutic skills and tools used in occupational therapy practice.

OT 606. Frameworks for Occupational Therapy Practice. 3 Hours.
Introduction to fundamental concepts of Occupational Therapy frameworks, theory, philosophy, conceptual models and models of practice.
OT 607. Analysis of Occupational Performance. 3 Hours.
Introduction to intervention techniques commonly used in occupational therapy practice; activity analysis and synthesis; application of typical growth and development in relationship to different age groups and populations.

OT 609. Barriers to Occupational Performance. 3 Hours.
Exposure to content specific to human disease processes, injuries, and developmental or inherited abnormalities within body systems that affect individual's occupational performance.

OT 610. Mental Health Diagnosis Across Life Span. 3 Hours.
Examines developmental and psychiatric conditions that result from disease, congenital, traumatic, environmental or social processes. Relationships among disease or disorder, impairments, activity limitations and participation restrictions are emphasized in terms of the impact upon occupational performance.

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 620. Found of Occup: Neuro. 4 Hours.
Designed to provide occupational therapy students a fundamental knowledge of human anatomy. An emphasis will be placed on the musculo-skeletal and peripheral nervous systems to enhance the understanding of conditions that will likely be encountered in the practice of Occupational Therapy.

OT 622. Introduction to Occupations of Infants, Children and Adolescents. 3 Hours.
Aspects of common pediatric diagnoses seen by occupational therapists; process of occupational therapy evaluation birth through adolescence, addressing needs through a holistic approach; assessment of occupational performance and occupational performance issues related to adaptation and life satisfaction.

OT 623. Found of Occup: Neuroscience. 3 Hours.
Advanced study of structure and function of central nervous system augmented with client examples.

OT 624. Occupations of Infants, Children and Adolescents. 4 Hours.
Prerequisites: OT 622 [Min Grade: C]

OT 625. Occupations of Adults and Older Adults I. 4 Hours.
This course addresses aspects of evaluation, intervention planning, implementation, and specific intervention strategies across diagnostic categories in adult and elder rehabilitation. Occupational therapy addresses client needs using a holistic approach that incorporates all aspects of an individual's lifestyle. This course will focus on occupational areas of work, play, and leisure addressing components of occupational performance and contexts and how these areas affect occupational performance.

OT 630. Fieldwork Preparatory. 1 Hour.
Knowledge and ideas in preparation for upcoming fieldwork experiences throughout the program.

OT 631. Found of Occup: Biomechanics. 3 Hours.
Basic kinesiological principles and functional movement patterns of the human body during occupational performance. Study of principles and techniques for obtaining data about the status of the client's joint range of motion and muscle strength.

OT 632. Fieldwork Experience I. 1 Hour.
Fieldwork experience to enrich the didactic coursework through direct observation and participation in selected aspects of the occupational therapy process with emphasis on increasing awareness of better therapeutic use of self, occupational barriers and decision making skills when working with clients. An in class forum for exchange of ideas and experiences will be conducted after participating in the clinical experience.
Prerequisites: OT 630 [Min Grade: C]

OT 633. Fieldwork Experience II. 1 Hour.
Forum for exchange of ideas and experiences; detailed case study/inservice on modality and interventions chosen from client census during previous term's Level I Fieldwork experience.
Prerequisites: OT 630 [Min Grade: C] and OT 632 [Min Grade: C]

OT 634. Seminar in Professional Readness. 2 Hours.
Forum for exchange of ideas and experiences; student, faculty, and alumni presentations on variety of topics.

OT 642. Research Design in Occupational Therapy. 1-3 Hour.
Review of research methodologies appropriate for use in clinical practice; topics include sampling, data management, and IRB training and approval. Students will design, implement, and document final projects.

OT 643. Data Analysis in Occupational Therapy Research. 1-3 Hour.
Review of data management and data analysis using SPSS Student Version to design, implement, analyze and document student final projects.

OT 644. Project Dissemination - Professional Writing and Presentation. 1-3 Hour.
Review documentation of project outcomes, writing for publication, and professional presentations to design, implement, analyze and, document student final projects.

OT 647. Leadership in Occupational Therapy. 3 Hours.
To develop leadership competencies for the occupational therapist to enable understanding of personal development and organizational change dynamics.

OT 653. Using the Literature for Evidence Based Practice. 3 Hours.
History of and rationale for evidence-based practice, introduction to typologies of evidence levels, search of data bases, developing clinical questions, critiquing evidence, analyzing bodies of evidence developed in response to research questions, and integrating evidence into clinical practice.

OT 655. Qualitative Research Methods for Health Profession. 2 Hours.
Explores the paradigm of qualitative research including the role it has in the development of a deeper understanding of client populations and the development of theory in occupational therapy. Research design, data collection strategies, and methods of analysis will be discussed.

OT 656. Foundations of Professional Education. 4 Hours.
Synthesis of team-based approaches to intervention for infants, children, and
youth with known or suspected disabilities.

OT 661. Well-being and Health Through Occupation. 3 Hours.
Evaluate and critique the evidence which supports the relationship
between occupation, health promotion, lifestyle choices, and prevention
of injury and disease, utilizing occupational therapy models and
approaches to practice while considering contexts. Includes learning
experience to practice concepts of health and wellness.

OT 662. Upper Extremity Function in Occupation. 4 Hours.
This course will provide the opportunity to consider the occupational
therapy process related to the design, fabrication, application, fitting, and
training in the use of orthotics, prosthetics, and other modalities. Students
will consider and apply the foundational knowledge, underlying principles,
indicators, contraindications, and precautions necessary for evidence-
based practice.

OT 665. Occupations of Adults and Older Adults II. 4-5 Hours.
This course addresses aspects of evaluation, intervention planning,
implementation and specific intervention strategies across diagnostic
categories in adult and elder rehabilitation. Occupational therapy
addresses client needs using a holistic approach that incorporates all
aspects of an individual's lifestyle. This course will focus on occupational
areas of work, play, and leisure addressing components of occupational
performance and contexts and how these areas affect occupational
performance.

OT 667. Research Methods. 3-4 Hours.
Research ethics, descriptive, exploratory and experimental design, basic
statistical concepts, and discussion of various types of research to enable
students to critically analyze and use scientific literature to improve
practice. Emphasis on understanding components of the research report
and concepts associated with judging of internal and external validity.

OT 668. Mental Health Practice in Adulthood. 4 Hours.
Examines psychiatric conditions that result from disease, congenital,
traumatic, environmental or social processes. Relationships among
impairments, activity limitations, and participation restrictions are
emphasized in terms of the impact upon occupational performance.
Evaluation, intervention planning, and intervention are studied.

OT 670. Occupation and Low Vision. 3 Hours.
Knowledge and skills to address issues related to vision loss across the
lifespan referred for OT treatment in all practice settings.

OT 673. Engagement in Occupation Thru Technology I. 3 Hours.
Introduction to the relationship between occupation, health promotion,
lifestyle, and health within communities, using occupational therapy
models of practice to frame this critique. Evaluation and critique of the
evidence base for current and emerging areas of occupational therapy
practice and identification of potential service gaps.

OT 674. Engagement in Occupation Thru Technology II. 3 Hours.
Designed to acquaint the student with assessments used in evaluation of
clients for assistive technology, specific intervention strategies, elements
of safety related to assistive technology, the education of clients and
families and other key people in the context of the user.

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 685. Advanced Fieldwork Experience I. 10 Hours.
Full time supervised practice experience designed to develop entry level
professional skills consisting of a 3-month experience.

OT 686. Advanced Fieldwork Experience II. 10 Hours.
Full time supervised practice experience designed to develop entry level
professional skills consisting of a 3-month experience.

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 679 [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 679 [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 698. Master's Level Non-Thesis Research. 1-6 Hour.
Implementation of project activities with data collection, analysis, and
preparation of scholarly activity project.

OT 699. Master's Level Thesis Research. 1-6 Hour.
Elements of proposal and development of thesis/project; thesis and
institutional review board procedures; student presentation, group
discussion, recommendations, and critique.
Prerequisites: GAC M
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.