OCCUPATIONAL THERAPY

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OCCUPATIONAL THERAPY

Occupational Therapy is a health profession dedicated to assisting individuals to achieve their well being through engagement in occupations. Our curriculum is centered on an interdisciplinary and ecological complexity science model of education. An occupational therapist practicing within the spirit of an ecological complexity model views the client as a human organism, not just as an indication for therapeutic intervention; understands the client is embedded in a variety of systems – neurobiological, familiar, social, and physical – that continuously recalibrate themselves; and appreciates that small interventions with the appropriate level of challenge can have significant results.

The Master of Science with a concentration in Occupational Therapy at Le Moyne College is designed to educate national and international professionals who can actively contribute to the profession through service, scholarship, and leadership, promoting occupational justice in local and global communities. Our program focuses on the development of an ecologically global forward-thinking attitude and leadership. Le Moyne Occupational Therapy graduates are proficiently skilled healthcare professionals who exemplify excellence in their creativity, collaboration and communication promoting respect and service to their clients and for the field.

The two-year, entry-level, MS is an 80-credit full time program consisting of daytime, weekday classes with some evening labs. The program begins in June, and all courses are sequential. The curriculum is designed to provide an excellent education for students planning for professional roles as occupational therapy practitioners in traditional settings, as well as in areas of newly identified need. All qualified students are awarded a Master of Science degree after successful completion of the coursework. This coursework includes didactic classroom courses, online tests, projects and assignments, fieldwork experiences, and a master capstone project.

Accredited Master’s Degree Level Occupational Therapy Program

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

Admission Criteria

- Completed bachelor’s degree or one completed by the time the program begins.
- At least 40 hours of clinical observation under the supervision of a licensed OT in multiple settings with different clients.
- The following prerequisites (semesters or equivalent quarters) with a B or better. AP and CLEP courses do not qualify.
- GPA of at least 3.0 or better in social sciences, science and prerequisite courses, as well as cumulative GPA.
- All prerequisites must be completed within the past five years.
- Miller Analogies Test (MAT) score in at least the 35th percentile, or GRE scores at or greater than 152V, 150Q and 4.0 Analytical Writing.
- INTERNATIONAL STUDENTS: A score of at least 79 on the TOEFL or 6.5 on the IELTS in place of the MAT

Prerequisite Coursework

<table>
<thead>
<tr>
<th>Prerequisite Coursework</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology I (200 + level)</td>
<td>4</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology II (200+ level)</td>
<td>4</td>
</tr>
<tr>
<td>Neuroscience OR Brain and Behavior or Cognition</td>
<td>3</td>
</tr>
<tr>
<td>Cultural Ideas and/or Civilizations</td>
<td>3</td>
</tr>
<tr>
<td>Lifespan or Human Development</td>
<td>3</td>
</tr>
<tr>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Medical Terminology</td>
<td>1</td>
</tr>
<tr>
<td>English composition or technical writing</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>30</td>
</tr>
</tbody>
</table>

1. BSC 201 Human Anatomy & Physiology I at Le Moyne will satisfy this prerequisite
2. BSC 202 Human Anatomy & Physiology II at Le Moyne will satisfy this prerequisite
3. World literature, world religions, history, American studies, women’s studies, sociology
4. Social science or educational statistics strongly preferred
5. Note: Le Moyne does not offer this course. To satisfy this prerequisite, it may be taken online or in-person at another institution.
6. Ethics, philosophy of mind, theology

Student Classifications

Candidates who fulfill the admission requirements are accepted only as full-time degree seeking students.

Health Clearance

In addition to meeting the immunization requirements of the College, more specific health and immunization requirements must be satisfied prior to participation in fieldwork experiences.

All students admitted to the Occupational Therapy Program are required to submit a certificate of complete physical examination that indicates...
the student is capable of completing the educational program, including clinical rotations no later than four weeks prior to matriculation.

**Health Insurance**

All students are required to have health insurance when entering the program and to provide proof in August of each year thereafter. Graduate students may obtain health insurance through the college. Students are not covered under Workman's Compensation or any other policy by Le Moyne College or by any of our affiliated clinical sites.

**Academic Criteria**

**Graduation Requirements**

All occupational therapy graduate students are required to maintain a minimum GPA of 3.0 or greater in order to remain in good academic standing.

**Probation**

A student earning a grade less than a B in any course will be placed on academic probation. Additionally, a student who fails a Level I Fieldwork rotation will be placed on probation and required to repeat the rotation prior to the beginning of the next semester or advancing to taking any other courses.

**Termination**

The following will result in dismissal from the program:

- A student who receives a grade of less than B for 6 academic credit hours (two 3-credit courses, or any combination of courses that add up to a total of 6 credits) will be dismissed from the program.
- If a student is on academic probation from the didactic year, failing a single rotation will result in dismissal from the program.
- A second failed fieldwork Level I will result in dismissal from the program.

**Transfer Credit/Waiver Policy**

The Le Moyne College Occupational Therapy Program does not grant advanced placement, give credit for or accept transfer of credit for OT therapy courses or seminars.

The chair of the occupational therapy program has the authority to substitute a prerequisite course if such a substituted course is deemed to cover similar material satisfactorily.

**Term limit for Completion**

Occupational therapy students must complete the program within five years from the date of matriculation.

**Withdrawal or Leave of Absence**

If a student chooses to withdraw or take a leave of absence from the program, the student must inform their faculty advisor and department chair and follow department and college policy.

A student who withdraws from the college must apply for readmission through OTCAS.

For additional policies specifically related to the Occupational Therapy Program, please refer to the Occupational Therapy Student Handbook (available at student orientation), or on line in the Canvas Student Café.

**Formal Academic Grievances Against Professors, Classes, or Programs**

Formal academic complaints about a class or professor should be taken directly to the professor concerned first. If the issue is not resolved, a written complaint should be filed with the appropriate department chair or director. This written version should identify the complainant, specifically detail the perceived problem, the date of the meeting with the Professor and be accompanied by any relevant supporting documentation or data. It should also include the proposed response or remedy.

- The department chair or director shall discuss the grievance with both the student and the professor (either individually or together) and shall make a recommendation to the student and the professor as to a resolution. If the department chair or director is the professor, the senior member of the department other than the course instructor shall hear the appeal.
- If the problem has not been resolved in steps one or two above, the student may appeal to the appropriate dean. In this case, the student and the professor shall submit in writing their positions in the matter. The appropriate dean may also request a written recommendation from the department chair or director. (These documents are not intended to preclude meetings between the academic dean and the student, the professor and/or the department chair or director)
- The appropriate dean shall then forward written recommendation to the student, the professor and the department chair.
- The student may appeal the dean’s decision to the academic vice president within 15 days.
- Formal academic complaints about a program should be filed with the appropriate department chair or director and then proceed to resolution through the same steps outlined above for complaints about professors or courses.

Complaints against the Le Moyne College Occupational Therapy Program may be submitted directly to the Accreditation Council for Occupational Therapy Education (ACOTE). To receive formal consideration, all complaints must be submitted in writing to the ACOTE Chairperson, c/o the AOTA Accreditation Department, at the following address: ACOTE Chairperson c/o the AOTA Accreditation Department 4720 Montgomery Lane, Suite 200 Bethesda, MD 20814-1220. Letters of complaint against educational programs must: a. describe the nature of the complaint and the related accreditation Standards or accreditation policies or procedures that the complainant believes are not being met by the program; b. document that the complainant has made reasonable efforts to resolve the complaint, or alternatively that such efforts would be unavailing; and c. be signed by the complainant.

**NOTE:** The confidentiality of the complaining party is protected by AOTA Accreditation staff unless release of identity has been authorized, or disclosure is required by legal action. The full policy is on the AOTA Web site at the following link:

http://www.aota.org/Education-Careers/Accreditation/Policies.aspx

**Student Learning Outcomes in Occupational Therapy**

Students who graduate will be able to:

Relate organizational dynamics to the delivery of OT services.

http://www.aota.org/Education-Careers/Accreditation/Policies.aspx

[36x85]Program, please refer to the Occupational Therapy Student Handbook for additional policies specifically related to the Occupational Therapy program.
Integrate concepts of human relationships and systems into interactions with OT clients.

Communicate effectively with colleagues and clients to support the outcomes of OT

Recognize the influence of diversity, dignity and justice on lived experience of individuals, populations, communities, and global.

Describe the role of cultural, social, political, religious, and economic contexts on occupation.

Apply theory and scholarship to daily practice as an occupational therapist.

Demonstrate empathetic and ethical behavior and dispositions as an OT professional.

Collaborate with the professional and lay communities to implement new, integrative occupational therapy services.

Reflect one’s own practice and professional growth as an occupational therapist.

- Occupational Therapy Studies (M.S.) (http://collegecatalog.lemoyne.edu/purcell-professional-studies/occupational-therapy/occupational-therapy-studies-ms)
- Direct Entry Pathway for B.S. PSY to M.S. OT (http://collegecatalog.lemoyne.edu/purcell-professional-studies/occupational-therapy/direct-entry-psychology-ot-program)
- Direct Entry Pathway for B.A. SOC to M.S. OT (http://collegecatalog.lemoyne.edu/purcell-professional-studies/occupational-therapy/direct-entry-sociology-ot-program)

**Occupational Therapy (OTM)**

**OTM 201. Introduction to Medical Terminology. 1 Credit Hour.**

This course introduces students to the language of the health professions. Using a systematic approach, students will learn the meanings of prefixes, suffixes, combining vowels, and word roots as they relate to anatomy, physiology, and pathological conditions. At the conclusion, students will be able to recognize, build, and produce basic medical vocabulary.

**OTM 501. Introduction to OT. 2 Credit Hours.**

This course introduces students to the Occupational Therapy Practice Framework: Domain & Process, and the International Classification of Functioning, Disability & Health, two official documents guiding the practice of occupational therapy. Students will be introduced to the philosophical and theoretical tenants of the profession and develop foundational skill in completing occupational profiles and task analysis as a means of analyzing and understanding the basic components of occupational performance and participation in meaningful life activities.

**OTM 502. Clinical Anatomy & Kinesiology. 3 Credit Hours.**

This course reviews the most important features of gross anatomy including bones, joints, muscles, blood vessels, muscles, palpation and peripheral nerves. Structure and function, and application of basic biomechanical, neuromuscular, and musculoskeletal principles, are discussed in relation to everyday activities and occupational performance. In addition, students learn biomechanical, ecological systems, and dynamical systems’ principles underlying human movement and their application to functional activities including seating, transfers, and mobility. Principles covered in lecture are applied through practical experiences and discussions during the application sessions.

**OTM 502L. Anatomy and Kinesiology Lab. 0 Credit Hour.**

**OTM 503. Movement, Participation and Adaptation of Occupation. 3 Credit Hours.**

This course supports students to develop foundational knowledge of occupational performance and human movement necessary for subsequent assessment and intervention courses. Additionally, biomechanical principles of joint and muscle structure and function will be applied to occupational performance. Students will learn assessments and techniques most commonly used in occupational therapy practice including goniometry of range of motion (ROM), and manual muscle testing (MMT). Employing logical thinking, critical analysis, problem solving, and creativity; students learn how to analyze and adapt occupations and activities. Students will be able to explain the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factors. Through a group project, students will articulate the value of occupation to support participation. Corequisite: OTM 503L.

**OTM 503L. Movement, Participation Lab. 0 Credit Hour.**

**OTM 504. Health Care Ethics & Advocacy. 2 Credit Hours.**

This course examines advocacy methods at both the individual and systems levels. Informed by Jesuit social teaching, this course then applies ethical decision making strategies towards creating a more just society supporting occupational participation. Students learn to advocate for the community at large within the systems that support or influence occupational participation, the profession of occupational therapy, and the consumers of occupational therapy services.

**OTM 505. Foundations of Occupational Science in OT Practice. 3 Credit Hours.**

This course introduces students to the history and philosophy behind the discipline of occupational science. Students will explore theory and philosophy supporting meaning and participation in occupation and develop a deeper appreciation of what it means to be an occupational being. Observation, interview, and narrative will be used, as tools to better understand the meaning of occupation. The focus of this course is on understanding occupation and context at the individual, community and organizational level. As a writing intensive course, students complete a variety of informal and formal papers and utilize a drafting process to ensure proficiency in written communication. Prerequisite: OTM 501.

**OTM 506. OT Practice in Mental Health. 3 Credit Hours.**

The focus of this course is the range of mental health practice settings and service delivery across the lifespan. Students learn about various evidence based theories, models, and frames of reference that inform occupational therapy for clients with mental health issues. Using problem-based learning, students will analyze cases with increasingly complex psychosocial and contextual factors, influencing occupational performance. A significant emphasis is placed on evaluation, intervention, and discharge planning. Evidenced-based practice, clinical reasoning, and ethical decision making are integrated throughout the course. Prerequisite: OTM 502.
OTM 507L. Foundations Neuroscience Lab. 0 Credit Hours.

OTM 508. Group Task Process & Practice. 2 Credit Hours.
This seminar is designed to enhance clinical reasoning by facilitating the connections between propositional knowledge and practice knowledge in order for the student to integrate the social constructs of group dynamics in occupational therapy practice and the use of groups in occupational therapy treatment. Students will gain insight into the forces influencing their own group process, the foundations for professional socialization, therapeutic relationships, ethical practice, and other professional issues as they explore and learn about group process and engagement in group therapy in a variety of practice settings and with persons and populations of all ages and with a variety of needs through lecture, discussion, small group activities and training. Self-directed, collaborative learning and class participation are essential aspects of this seminar.
Prerequisite: OTM 501.

OTM 509. Clinical Medicine in Children & Adults. 3 Credit Hours.
General Medicine diagnoses that are leading cause of disability in children, adolescents, adults, and older adults are defined and described. Etiology, signs, symptoms, clinical course, medical management, morbidity, and prognosis are reviewed. The influence of medical pathology on activities of daily living and routines, and social participation is examined.
Prerequisite: OTM 502.

OTM 510. Introduction to Inquiry & Evidence Based I. 3 Credit Hours.
This is the first of a series of courses introducing students to the concepts of evidence-based practice and scholarship. Beginning with an orientation to published literature in the health professions, attention will be given to techniques of searching bibliographic databases such as Medline, Cumulative Index to Nursing and Allied Health Literature, and PsychInfo. Students will search, read, and analyze literature that validates current practice. The student will be given the opportunity to: 1) interpret criterion-referenced and norm-referenced standardized test scores based on an understanding of sampling, normative standard and criterion scores, reliability, and validity, 2) articulate the importance of research, scholarly activities, and the continued development of a body of knowledge relevant to the profession of occupational therapy, 3) identify elements of inquiry, approaches to research and related information that is included within the framework of a research design, 4) effectively locate, interpret, and evaluate information, including the quality of research evidence, 5) compare and contrast research designs that adopt quantitative methodology, including basic descriptive, correlational, and inferential quantitative statistics, 6) examine underlying assumptions and implement strategies for conducting scientific inquiry based on analysis of qualitative data.
Prerequisite: OTM 501.

OTM 511. Fieldwork I-1A. 1 Credit Hour.
Students will complete a 40 hour Level I fieldwork experience in a mental health practice setting and will participate in reflection and discussion about their on-site experience in connection with the OTM 506 course. Pass/Fail only.
Prerequisite: OTM 501.

OTM 601. Occupational Performance in Adult and Geriatrics. 4 Credit Hours.
This course focuses on the knowledge and resources needed for effective clinical reasoning about occupation-based evaluation and intervention and on developing an understanding of contextual variables impacting on occupational performance and participation in adults and older adults. The OTPF and ICF are used as the basis for understanding how healthcare context influences service delivery as well as how age related changes and illness experiences impact on a persons ability to successfully participate in meaningful life activities. Topics covered include diagnostic conditions and disorders, practice contexts/ environments, models and theories of practice, research evidence, healthcare/education regulations and policies, and interdisciplinary practitioner roles. Content is applied particularly to individuals living with long-term conditions who are most likely to benefit from occupational therapy interventions. A high level of self-directed learning is expected.
Prerequisite: OTM 507.

OTM 602. Evaluation & Intervention With Adults And Geriatrics. 3 Credit Hours.
This course uses a case-based approach to integrate knowledge of contemporary occupational therapy theory and practice to multiple medical and rehabilitation service delivery models. Cases will include increasingly complex physical, psychological, and contextual barriers to occupational performance for adults and older adults with physical disabilities. A significant emphasis is placed on evaluation, intervention, planning, and documentation. Evidenced-based practice and ethical decision-making are emphasized throughout the course. This is a lab based course and includes Physical Agent Modalities, Splinting, and Positioning Labs.
Prerequisite: OTM 507.

OTM 603. Inquiry & Evidence Based Practice II. 3 Credit Hours.
This second course in the evidence-based practice sequence focuses on the critical analysis of qualitative methods in sociological research. The purposes of this course is twofold: One, provide training in field methods engaging in sociological research, in particular Clinical Practice, with emphasis on such qualitative methods as participant-observation, intensive interview, content analysis, and oral history, among others. Two, establish a forum to direct student work and creative energies towards social, justice, environmental, and political issues in occupational therapy practice at large. This approach allows the student/scholar to discover communities, create channels of communication, find ways of continual engagement and project development, and bring knowledge beyond the immediate workings of the community and into the realm of culture. The place of these kinds of techniques in social research, as well as the issues raised by them, will be considered. Students will participate in individual or group research projects using one or more of the methods discussed.
Prerequisite: OTM 510.
OTM 604. Neuro-Rehabilitation. 3 Credit Hours.
In this course, students develop knowledge and skills pertaining the evaluation and treatment of individuals with spinal cord injury, stroke, cognition and perceptual deficits and movement disorders secondary to neurologic injury or disease. Medical information will include disease description, etiology, pathology, clinical signs and symptoms, diagnostic procedures, medical management, and precautions or special considerations pertinent to occupational therapist. From an OT perspective, specific standardized assessments, evaluation and treatment strategies, and rehabilitation practices will be addressed pertinent to the movement problems associated with a neurologic injury/disease while identifying and using appropriate guidelines in clinical decision-making. Laboratory sessions provide students with the opportunity to develop competency in formal and informal assessments use in neuro-rehabilitation including cognitive and perceptual evaluations. Prerequisite: OTM 507.

OTM 605. Professional Reasoning. 2 Credit Hours.
This course provides students with an introduction to the fundamental concepts of professional reasoning and critical inquiry as the basis for professional and interdisciplinary decision-making. Students will examine current theories of professional reasoning, explore assumptions that influence everyday decision-making and develop an attitude of inquiry. Using readings, discussion, lecture and reflective activities, students will learn how therapists reason in practice and begin to apply these skills to practice. Prerequisite: OTM 505.

OTM 606. Clinical Internship Level II Seminar I. 0.5 Credit Hour.
This seminar course prepares students for the transition from the academic setting to educationally directed clinical/community practice experiences under the supervision of a clinical fieldwork educator. Topics will include but not be limited to professional identity and behaviors including Level II fieldwork expectations and evaluation procedures, Le Moyne College Department of Occupational Therapy policies and procedures related to the fieldwork experience, supervisory relationships, diversity, and conflict resolution. Through sharing clinical cases and students prior level I experiences they will gain awareness of clinical reasoning skills, professional behaviors and practical issues and make connections between course based learning and clinical/community practice. Through discussion and activities students will understand the professional skills needed for successful Level II fieldwork participation and becoming an entry-level OT practitioner. Prerequisite: OTM 505.

OTM 607. Evaluating and Intervening with Children and Youth. 3 Credit Hours.
This course integrates evidence and theory in contemporary applications of occupational therapy in multiple pediatric/adolescent service delivery models. Cases will include increasingly complex psychosocial, physical, and contextual barriers to occupational performance for children and adolescents using active and problem-based learning approaches. A significant emphasis is placed on evaluation, intervention, outcomes and documentation related to the various cases presented. Evidence based practice, clinical reasoning, and ethical decision-making will be emphasized throughout the course. Prerequisites: OTM 601 and OTM 602.

OTM 608. Professional Licensure and Certification. 1 Credit Hour.
This course introduces students to the professional licensure and certification process for occupational therapists. Students explore the concepts of professional identity and behaviors, responsibility to peers, faculty, the community, the profession, and to society. The student will articulate a sense of professional identity and responsibility to peers, faculty, the community, the profession, and to society. This course can be taken only once for credit. Prerequisite: OTM 606.

OTM 611. Fieldwork I-2A: Adults. 1 Credit Hour.
Students will complete a 40 hour Level I fieldwork experience with the adult and older adult populations and will participate in reflection and discussion about their on-site experience in connection with the OTM 601 course. Pass/Fail only. Prerequisite: OTM 511.

OTM 612. Fieldwork I-3A: Pediatrics. 1 Credit Hour.
Students will complete a 40 hour Level I fieldwork experience in pediatrics and will participate in reflection and discussion about their on-site experience in connection with the OTM 622 course. Pass/Fail only. Prerequisite: OTM 611.

OTM 621. Clinical Internship Level II Seminar II. 0.5 Credit Hour.
This seminar course prepares students for the transition from the academic setting to educationally directed clinical/community practice experiences under the supervision of a clinical fieldwork educator. Topics will include but not be limited to professional identity and behaviors including Level II fieldwork expectations and evaluation procedures, Le Moyne College Department of Occupational Therapy policies and procedures related to the fieldwork experience, supervisory relationships, professional licensure & credentialing including the NBCOT examination. Through sharing clinical cases and students prior level I experiences they will gain awareness of clinical reasoning skills, professional behaviors and practical issues and make connections between course based learning and clinical/community practice. Through discussion and activities students will understand the professional skills needed for successful Level II fieldwork participation and becoming an entry-level OT practitioner. Prerequisite: OTM 606.

OTM 622. OT Practice with Children and Youth. 3 Credit Hours.
The focus of this course is on the foundations of occupational therapy services for children, youth, and their families in various settings and models of service delivery. Students explore the pediatric OT processes and tools; policies and legislation influencing practice; primary conditions encountered; and the roles of the occupational therapist in pediatric practice. This course emphasizes theoretical concepts related to human occupation and performance in social, spiritual, and emotional contexts of children and youth. The course will also initiate the students appreciation and value of community participation through active and inclusive living through fieldwork. The student will actively engage in the course through multiple learning processes including collaborations with peers, community stakeholders, and faculty; discussion and reflection of the congruence and discord of knowledge and experience; and self-directed learning through individual and group problem solving of individual and community needs. This course will facilitate a rigorous culture of scholarly inquiry as students begin to challenge beliefs and thoughts in occupational therapy theory and practice. As the student gains knowledge and experience with the occupational therapy theoretical, assessment, and intervention process for children and youth, the student will articulate a sense of professional identity and responsibility to peers, faculty, the community, the profession, and to society. Prerequisite: OTM 601 and OTM 602.

OTM 623. Evaluation and Intervention for Children And Youth. 3 Credit Hours.
This course integrates evidence and theory in contemporary applications of occupational therapy in multiple pediatric/adolescent service delivery models. Cases will include increasingly complex psychosocial, physical, and contextual barriers to occupational performance for children and adolescents using active and problem-based learning approaches. A significant emphasis is placed on evaluation, intervention, outcomes and documentation related to the various cases presented. Evidence based practice, clinical reasoning, and ethical decision-making will be emphasized throughout the course. Prerequisites: OTM 601 and OTM 602.
OTM 624. Rehabilitation Engineering & Assistive Technology. 2 Credit Hours.
This course focuses in understanding of the use of technology to support performance, participation, health and well-being. This technology may include, but is not limited to, electronic documentation systems, distance communication, virtual environments, and telehealth technology. Students participate in scholarly projects, including literature review, measurement; data collection, data analysis and interpretation, and writing scholarly reports.
Prerequisite: OTM 604.
Corequisite: OTM 624L.

OTM 624L. Rehab Eng & Assist Tech Lab. 0 Credit Hour.

OTM 625. Occupation in Community & Justice. 2 Credit Hours.
Building on Occupational Science Foundations, this course focuses on how systems, communities, and organizations influence health disparity and occupational participation. Students will explore, through systematic observation, interview, and analysis the determinants of population based health and wellness, barriers and supports to occupational participation, and the concepts of occupational and social justice. Students complete a variety of informal and formal papers and utilize a drafting process to ensure proficiency in written communication.
Prerequisite: OTM 605.

OTM 626. Inquiry & Evidence Based Practice III Research Project. 1 Credit Hour.
This course is the last in the series of evidence-based in OT practice. Advanced lectures and discussions pertaining measurements, data collection, analysis and interpretation and publication sources will be the main focus. Research proposal submission is required. Dissemination of knowledge through presentations at state and national conferences are expected. Students are paired with faculty for mentoring and development of the project.
Prerequisite: OTM 603.

OTM 627. OT Management & Leadership. 3 Credit Hours.
This class focuses on management and leadership in occupational therapy across practice settings. It provides an overview of payment systems, departmental organization, marketing, supervision, quality improvement, and program evaluation. It provides students with the tools needed to lead OT programs and people with emphasis on important concepts of leadership including decision-making, conflict resolution, negotiation, and relational communication.
Prerequisite: OTM 604.

OTM 646. Inquiry & Evidence Based Practice IV. 1 Credit Hour.
This course is the last in the series of evidence-based courses in OT practice. Working with a faculty mentor, students will implement their capstone project proposal. Data collected will then be analyzed and interpreted. Methods for dissemination of results will be shared.
Prerequisite: OTM 626.

OTM 676. Capstones Master Project. 1 Credit Hour.
Students submit and present a scholarly capstone project as the culminating activity of the Master of Science in Occupational Therapy. The capstone represents the application of theory to practice or to other professional functions and demonstrates the knowledge, skills and attitudes necessary for the success of an entry-level occupational therapy practitioner.
Prerequisite: OTM 646.

OTM 685. Clinical Internship. 9 Credit Hours.
The Level II fieldwork/internship course is required by the Accreditation Council for Occupational Therapy Education (ACOTE). This full time 12 weeks fieldwork experience is the final stage of preparing occupational therapy students for entry level practice. This course entails 3 months of full time supervised clinical experience with the opportunity to treat individuals with a variety of diagnoses across the life span. Students are assigned to an approved clinical education site in accordance with the Standards for an Accredited Educational Program for the Occupational Therapist, as stipulated by ACOTE. All professional courses and Fieldwork Level I must be successfully completed before the students are permitted to enter Fieldwork Level II. Fieldwork Practicum II-1 is an in depth, hand son, lived experience, critical to occupational therapy education. In supervised settings, students apply their academically acquired knowledge to the adult/older adult population, in a variety of settings, and at various levels of care where occupational therapy is already provided or would be of benefit. It includes but is not limited to most healthcare institutions, outpatient clinics, community based services, and/or schools. This course addresses the contextual application component of the curriculum; reflecting the educational themes of Interdisciplinary learning, creativity, innovation, knowledge, leadership and communication embedded in a Global Perspective of practice. Pass/Fail only.
Prerequisite: OTM 511 and OTM 611.

OTM 686. Pediatrics Experiential Practice. 9 Credit Hours.
The Level II fieldwork/internship course is required by the Accreditation Council for Occupational Therapy Education (ACOTE). This full time 12 weeks fieldwork experience is the final stage of preparing occupational therapy students for entry level practice. This course entails 3 months of full time supervised clinical experience with the opportunity to treat individuals with a variety of diagnoses across the life span. Students are assigned to an approved clinical education site in accordance with the Standards for an Accredited Educational Program for the Occupational Therapist, as stipulated by ACOTE. All professional courses and Fieldwork Level I must be successfully completed before the students are permitted to enter Fieldwork Level II. Fieldwork Practicum II-1 is an in depth, hands on, lived experience, critical to occupational therapy education. In supervised settings, students apply their academically acquired knowledge to the pediatric population, in a variety of settings, and at various levels of care where occupational therapy is already provided or would be of benefit. It includes but is not limited to most healthcare institutions, outpatient clinics, community based services, and/or schools. This course addresses the contextual application component of the curriculum; reflecting the educational themes of Interdisciplinary learning, creativity, innovation, knowledge, leadership and communication embedded in a Global Perspective of practice. Pass/Fail only.
Prerequisite: OTM 685.