



# New Program Proposal: Graduate Degree Program

**Form 2B**

Version 2016-10-13

This form should be used to seek SUNY’s approval and New York State Education Department’s (SED) registration of a proposed new academic program leading to master’s or doctoral degree. Approval and registration are both required before a proposed program can be promoted or advertised, or can enroll students. The campus Chief Executive or Chief Academic Officer should send a signed cover letter and this completed form (unless a different form applies<sup>1</sup>), which should include appended items that may be required for Sections 1 through 6, 9 and 10 and MPA-1 of this form, to the SUNY Provost at [program.review@suny.edu](mailto:program.review@suny.edu). The completed form and appended items should be sent as a single, continuously paginated document.<sup>2</sup> If Sections 7 and 8 of this form apply, External Evaluation Reports and a single Institutional Response should also be sent, Binghamton University in a separate electronic document. Guidance on academic program planning is available [here](#).

## Table of Contents

*NOTE: Please update this Table of Contents automatically after the form has been completed. To do this, put the cursor anywhere over the Table of Contents, right click, and, on the pop-up menus, select “Update Field” and then “Update Page Numbers Only.” The last item in the Table of Contents is the List of Appended and/or Accompanying Items, Binghamton University the actual appended items should continue the pagination.*

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<sup>1</sup>Use a different form if the proposed new program will lead to a graduate degree or any credit-bearing certificate; be a combination of existing registered programs (i.e. for a multi-award or multi-institution program); be a breakout of a registered track or option in an existing registered program; or **lead to certification as a classroom teacher, school or district leader, or pupil personnel services professional** (e.g., school counselor).

<sup>2</sup>This email address limits attachments to 25 MB. If a file with the proposal and appended materials exceeds that limit, it should be emailed in parts.

Section 1. General Information		
<b>a) Institutional Information</b>	Date of Proposal:	
	Institution's 6-digit <a href="#">SED Code</a> :	211000
	Institution's Name:	Binghamton University
	Address:	P.O. Box 6000 Binghamton, NY 13902-6000
	Dept of Labor/ <a href="#">Regent's Region</a> :	Southern Tier
<b>b) Program Locations</b>	List each campus where the entire program will be offered (with each institutional or branch campus <a href="#">6-digit SED Code</a> ): 211000	
	List the name and address of <a href="#">off-campus locations</a> (i.e., <a href="#">extension sites or extension centers</a> ) where courses will offered, <b>or check here</b> [ <input type="checkbox"/> ] <b>if not applicable</b> :	
<b>c) Proposed Program Information</b>	Program Title:	Doctor of Occupational Therapy
	<a href="#">Award(s)</a> (e.g., M.A., Ph.D.):	OTD: Entry-Level Professional
	Number of Required Credits:	Minimum Entry-Level: 98 credits
	Proposed <a href="#">HEGIS Code</a> :	1208
	Proposed 6-digit <a href="#">CIP 2010 Code</a> :	51.2306
	If the program will be accredited, list the accrediting agency and expected date of accreditation:	
	If applicable, list the SED <a href="#">professional licensure title(s)</a> <sup>3</sup> to which the program leads: OTD: Entry-Level Professional leads to Occupational Therapist (OTR/L).	
<b>d) Campus Contact</b>	Name and title: <b>Donald Neiman, Binghamton University Vice President for Academic Affairs and Provost</b>	
	Telephone: 607-777-2070	E-mail: <a href="mailto:dneiman@binghamton.edu">dneiman@binghamton.edu</a>
<b>e) Chief Executive or Chief Academic Officer Approval</b>	<b>Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. E-signatures are acceptable.</b>	
	Name and title: <b>Donald G. Nieman Executive Vice President for Academic Affairs and Provost</b>	
	Signature and date:	
<b>If the program will be registered jointly<sup>4</sup> with one or more other institutions, provide the following information for <u>each</u> institution:</b>		
Partner institution's name and 6-digit <a href="#">SED Code</a> :		
Name, title, and signature of partner institution's CEO (or <b>append</b> a signed letter indicating approval of this proposal):		

<sup>3</sup> If the proposed program leads to a professional license, a [specialized form for the specific profession](#) may need to accompany this proposal.

<sup>4</sup> If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

## Attestation and Assurances

On behalf of the institution, I hereby attest to the following:

That all educational activities offered as part of this proposed curriculum are aligned with the institutions' goals and objectives and meet all statutory and regulatory requirements, including Binghamton University not limited to Parts 50, 52, 53 and 54 of the Rules of the Board of Regents and the following specific requirements:

That credit for study in the proposed program will be granted consistent with the requirements in §50.1(o).

That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements.<sup>5</sup>

That, consistent with §52.2(a), the institution possesses the financial resources necessary to accomplish its mission and the purposes of each registered program, provides classrooms and other necessary facilities and equipment as described in §52.2(a)(2) and (3), sufficient for the programs dependent on their use, and provides libraries and library resources and maintains collections sufficient to support the institution and each registered curriculum as provided in §52.2(a)(4), including for the program proposed in this application.

That, consistent with 52.2(b), the information provided in this application demonstrates that the institution is in compliance with the requirements of §52.2(b), relating to faculty.

That all curriculum and courses are offered and all credits are awarded, consistent with the requirements of §52.2(c).

That admissions decisions are made consistent with the requirements of §52.2(d)(1) and (2) of the Regulations of the Commissioner of Education.

That, consistent with §52.2(e) of the Regulations of the Commissioner of Education: overall educational policy and its implementation are the responsibility of the institution's faculty and academic officers, that the institution establishes, publishes and enforces explicit policies as required by §52.2(e)(3), that academic policies applicable to each course as required by §52.2(e)(4), including learning objectives and methods of assessing student achievement, are made explicit by the instructor at the beginning of each term; that the institution provides academic advice to students as required by §52.2(e)(5), that the institution maintains and provides student records as required by §52.2(e)(6).

That, consistent with §52.2(f)(2) of the Regulations of the Commissioner of Education, the institution provides adequate academic support services and that all educational activities offered as part of a registered curriculum meet the requirements established by state, the Rules of the Board of Regents and Part 52 of the Commissioner's regulations.

CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST	
Signature	Date
Type or print the name and title of signatory	Phone Number

<sup>5</sup> The NY State Education Department reserves the right to request this data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution.

## Section 2. Program Information

### 2.1. Program Format

Check all SED-defined [formats, mode and other program features](#) that apply to the **entire program**.

- a) **Format(s):** Day Evening Weekend Evening/Weekend Not Full-Time
- b) **Modes:** Standard Independent Study External Accelerated Distance Education  
*NOTE: If the program is designed to enable students to complete 50% or more of the course requirements through distance education, check Distance Education, see Section 10, and append a [Distance Education Format Proposal](#).*
- c) **Other:**  Bilingual  Language Other Than English  Upper Division  Cooperative  4.5 year  5 year

### 2.2. Related Degree Program

*NOTE: This section is not applicable to a program leading to a graduate degree.*

### 2.3. Program Description, Purposes and Planning

- a) What is the description of the program as it will appear in the institution's catalog?

#### **OTD: Entry-Level Professional Program**

[Once approved by NYSED]: The Division of Occupational Therapy offers a Doctor of Occupational Therapy:(OTD: Entry-Level Professional) degree for students who have a bachelor's degree in another subject. This September only start, face-to-face 98 credit three-year full-time program prepares students through didactic and clinical education experiences to be eligible for a national certification examination and for practice as an occupational therapist. The graduate students will develop into learned and reasoned licensed occupational therapists with high standards and ethical behavior who demonstrate the skills, knowledge, clinical reasoning, and differential diagnostics to enhance health and day-to-day function of those they serve across the lifespan at the individual, community, and society levels. The OTD: Entry-Level Program is under review for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) qualifying the graduate for passage of the National Board for Certification in Occupational Therapy (NBCOT®) licensure examination. The ACOTE office at AOTA is located at:

4720 Montgomery Lane  
Suite 200  
Bethesda, MD 20814-3449  
(301) 652-AOTA  
<http://www.acoteonline.org>

#### **OTD: Post-Professional Program**

[Once approved by NYSED] Binghamton University's Division of Occupational Therapy Post-Professional Doctorate program is offered exclusively in a distance learning format, and is open to graduates from any ACOTE-accredited entry-level occupational therapy program or (for international applicants) graduates of a WFOT-approved program. The 36-credit degree prepares licensed practicing occupational therapists to fulfill roles as advanced practitioners, educators, and leaders or managers.

More information about the OTD: Post-Professional program will be available on the Decker College of Nursing and Health Sciences website when NYSED approval is granted.

- b) What are the program's educational and, if appropriate, career objectives, and the program's primary student learning outcomes (SLOs)? **NOTE:** *SLOs are defined by the Middle States Commission on Higher Education in the [Characteristics of Excellence in Higher Education](#) (2006) as "clearly articulated written statements, expressed in observable terms, of key learning outcomes: the knowledge, skills and competencies that students are expected to exhibit upon completion of the program."*

The proposed Doctor of Occupational Therapy requires an earned baccalaureate at entry into the accredited entry-level degreed OTD program preparing for entry-level practice as an occupational therapist. The graduate students will develop into learned and reasoned licensed occupational therapists with high standards and ethical behavior who demonstrate the skills, knowledge, clinical reasoning, and differential diagnostics to enhance health and day-to-day function of those they serve across the lifespan at the individual, community, and society levels. This 98-credit, September only start, didactic and clinical full-time curriculum offered over 9 contiguous semesters satisfies the standards for practice in accordance with the Accreditation Council for Occupational Therapy (ACOTE, 2018) qualifying the graduate for passage of the National Board for Certification in Occupational Therapy (NBCOT®) licensure examination.

The primary student learning outcomes of the OTD Entry-Level Professional program are guided by and aligned with the Accreditation Council for Occupational Therapy Education (ACOTE) guidelines, the mission of the Decker College of Nursing and Health Sciences, as well as Binghamton University:

- Biological, Physical, Social, Cultural, Contextual/Environmental, and Behavioral Sciences that supports an understanding of engagement in occupation across the lifespan.
  - Communication that embraces therapeutic use of self in the intentional relationship to professional oral and written communication that is adherent to ethical values and standards, management, and the socio-political cultural context that is informed by clinical reasoning, theoretical, and scientific evidence.
  - Clinical Sciences addressing service delivery models in the medical, school, and community settings to address interruption of functional performance in day-to-day tasks related to a multiplicity of developmental or acquired disorders impacting cognition, behavioral, motoric learning/re-learning, social and developmental disorders.
  - Practice expectations including screening, skilled examination relying on observational, manual, visual, evaluation, clinically reasoned interpretation of findings to construct and delivery an effective plan of care, with focused interventions as an inter-professional team member.
  - Graduates must successfully demonstrate entry-level practice competency through the 24 weeks of full-time mentored practice and the 14-week full-time Capstone experience.
  - To think like an occupational therapist as reflected in the final capstone project.
- c) How does the program relate to the institution's and SUNY's mission and strategic goals and priorities? What is the program's importance to the institution, and its relationship to existing and/or projected programs and its expected impact on them? As applicable, how does the program reflect diversity and/or international perspectives? For doctoral programs, what is this program's potential to achieve national and/or international prominence and distinction?

The Vision, Mission, Strategic Plan and NYSUNY 2020 Challenge Grant plan support the development of both OTD academic programs: OTD: Entry-Level Professional and the OTD: Post-Professional (see separate Proposal submission for OTD Post Professional Program) at Binghamton University. Binghamton University's vision is dedicated to providing a higher education, "that combines an international reputation for graduate education, research, scholarship and creative endeavor...." It's newly updated strategic plan "Road Map to

Renewal” identifies 4 University Initiatives and 10 Divisional Initiatives. The first University Initiative is to “Develop a College of Nursing and Health Sciences.” These two new Occupational Therapy graduate programs will enrich the growing Decker College of Nursing and Health Sciences to expand to sponsor an important health profession that interfaces with Nursing and the proposed Physical Therapy (DPT) and Speech/Language Pathology (SLP) graduate academic programs and to be closely aligned with the Master’s in Public Health (MPH) program within the College. And more broadly within the University the new program faculty and students will likely engage in inter-professional education, collaboration and practice and extend these same inter-professional opportunities with faculty and students in programs that are part of the Center for Inter-Professional Education: Nursing, Social Work, Pharmacy, Public Health and the newly developing Physical Therapy and Speech Language Pathology. The Center for Inter-Professional Education and Research was formed to provide unique educational experiences for all students in health and health related disciplines. In addition, the remaining University Initiatives are in support of such a college. In addition, Occupational Therapy has already begun to form connections with Biomedical and Systems Science Engineering, Department of Psychology, and Department of Teaching and Learning which includes the Institute of Child Development.

- d) How were faculty involved in the program’s design? Describe input by external partners, if any (e.g., employers and institutions offering further education)?

The program’s curricula design was informed on accepted educational practice in Occupational Therapy education following what is described by the AOTA (American Occupational Therapy Association) in its Vision 2025 <https://www.aota.org/AboutAOTA/vision-2025.aspx> to pursue a clinical doctorate in the Occupational Therapy profession and is adherent to the Accreditation Council for Occupational Therapy Education (ACOTE) standards.

At the time of the writing of this program proposal for an accredited academic program leading to a license to practice Occupational Therapy, the program director was the only Occupational Therapy faculty member in the College. Since the program needs to satisfy the highly prescriptive and rigorous academic standards for the Accreditation Council for Occupational Therapy Education (ACOTE), is not unusual for the Founding OT Director to be the sole author of this type of proposal so that it is adherent to ACOTE requirements.

- e) How did input, if any, from external partners (e.g., educational institutions and employers) or standards influence the program’s design? If the program is designed to meet specialized accreditation or other external standards, such as the educational requirements in [Commissioner’s Regulations for the profession](#), append a side-by-side chart to show how the program’s components meet those external standards. If SED’s Office of the Professions requires a [specialized form](#) for the profession to which the proposed program leads, append a completed form at the end of this document.

This academic program needs to satisfy the highly prescriptive and rigorous academic standards for the Accreditation Council for Occupational Therapy Education (ACOTE), ACOTE has already provided approval of the Program Director to lead the proposed program and has given Binghamton University the classification as a “Developing Program” and has scheduled the program full application to be submitted by 2024 for review for entering a first class in 2025. The published class size for an OTD: Entry Level Program is based on the Program’s capacity to meet the fieldwork and capstone project requirements for each admitted student, thus following the formula, we can assure the needed clinical assignments for 25 incoming students at the start. It is anticipated that as the program progresses, that the class size can be increased, which will be assessed as the program is rolled out. ACOTE will review applications to increase class size that is supported by data informed evidence to assure the continued meeting of each student’s completion of the didactic and clinical requirements of the accredited curriculum. It is the goal that the new Binghamton University OTD: Entry Level Professional Program will achieve full accreditation just prior to the inaugural class’s graduation in 2028.

- f) Enter anticipated enrollments for Years 1 through 5 in the table below. How were they determined, and what assumptions were used? What contingencies exist if anticipated enrollments are not achieved?

To meet the ACOTE® Standard C.1.0 and D.1.0 which assures that there will be sufficient number of placements so that each student will be able to satisfy the graduation requirements, we reviewed the present contracts in Nursing for the number of contracts that had Occupational Therapy opportunities across the Occupational Therapy Domain of Concern (see more detail in Section 2.4c, Section 3 d) After careful analyses to assure that there are twice the number of placements for the number of projected students to enroll in the program, with great confidence, we determined that the entry-level class should be set at 25 students. We will closely monitor our experience for the first three years of the program. ACOTE® allows for programs to apply with justification for an increase in class size once the Program is accredited. We anticipate that the program will be accredited just prior to the inaugural class graduates in Summer, 2028.

We have begun to work with the Binghamton Pre-Health Advisors to develop plans to keep those students who are studying at Binghamton about the development of this new program. For many years, there has been a lot of interest in Occupational Therapy at Binghamton with many students disappointed that Binghamton does not have an Occupational Therapy Professional program opportunity (see further in h 1 below).

Year	Anticipated Headcount Enrollment		
	Full-time	Part-time	Total
1	23	2	25
2	48	2	50
3	73	2	75
4	73	2	75
5	107	3	110

- g) Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), internship, capstone, and any other relevant component requirements, Binghamton University do not list each General Education course.

### OTD: Entry-Level Professional

Course Number	Course Title	Credits
OCT 601	Functional Anatomic and Physiological Basis for Human Occupation	6
OCT 600	Theoretical and Conceptual Foundations of Occupational Therapy Practice	3
OCT 602	Human Occupation Across the Lifespan	3
OCT 603	Kinesiology & Functional Biomechanics Movement	3
OCT 620	Interpersonal and Interprofessional Communication in Healthcare	2
OCT 621	Professional Reasoning, I: Critical Inquiry and Decision-Making	1
OCT 604	Health Conditions: Epidemiology and Pathophysiology	3
OCT 605	Neuroscience of Behavior	3
OCT 606	Learning and Behavioral Change	4
OCT 610	Mental Health Intervention	4
OCT 607	Group Process and Intentional Relationship in the Practice of Occupational Therapy	3
OCT 622	Fieldwork Level I Experience A & Seminar Part A	2
OCT 630	Theories of Inquiry & Research Methodology in Translational Science	3
OCT 611	Development: Adulthood and Aging	4
OCT 631	Research Process I: Foundation & Scholarly Literature	2
OCT 612	Physical Rehabilitation: Orthopedic	4
OCT 613	Physical Rehabilitation: Neurological Disorders	4
OCT 623	Professional Reasoning II: Measurement Theory and Application	1

<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
OCT 614	Development: Working with Children in Occupational Therapy	4
OCT 615	Occupational Therapy Tool Kit for Assistive Technologies	3
OCT 632	Research Process II: Methods and Design	2
OCT 624	Fieldwork Level I Experience B & Seminar Part B	2
OCT 625	Professional Reasoning III: Context and Participation	1
OCT 608	Administration and Management	3
OCT 704	Interprofessional Health Promotion and Health Advocacy	3
OCT 633	Research Process III: Implementation and Application in Translational Science	2
OCT 626	Professional Reasoning IV: Integrated Seminar and Synthesis	1
OCT 705	Advanced Leadership in Innovative Practice	3
OCT 702	Interprofessional Ethics and Analytical Reasoning	3
OCT 640	Occupational Therapy Level 2 Fieldwork A	3
OCT 641	Occupational Therapy Level 2 Fieldwork B	3
OCT 642	Advanced OTD Capstone Experience: 14 weeks full time	8
OCT 724	OTD Capstone Dissemination	2
<b>Total required credits:</b>		<b>98</b>

#### **h) Program Impact on SUNY and New York State**

- h)(1) *Need:*** What is the need for the proposed program in terms of the clientele it will serve and the educational and/or economic needs of the area and New York State? How was need determined? Why are similar programs, if any, not meeting the need?

We anticipate that the newly proposed OTD program at Binghamton, like other SUNY programs: Buffalo, Stonybrook, and Downstate (Brooklyn), will compete principally with private institutions for prospective students. A primary reason is that student debt is a growing national challenge and professional preparation requiring as much as seven years of education only adds to the problem. Binghamton will provide high quality, evidence based professional education that is aligned with the parameters of an R1 Doctoral University with very high research activity that is at a lower cost than peer private institutions. It is our view that academically well-prepared, discerning students will be attracted by Binghamton's value proposition, its premier status in the SUNY system, and many of those are likely to be the Binghamton graduates who have a very focused plan to enter the profession of Occupational Therapy as evidenced in the high interest in participating in Binghamton University Pre-Health Advisement in Harpur College and the robust membership in the occupational therapy club for undergraduates. At the same time as the desire to secure an education in Occupational Therapy is the newly minted OTD degree that was just approved by New York State Department of Education in 2017. Occupational Therapy Programs in New York Colleges and Universities are the last nationally to be able to grant the OTD degree. At this time there are several New York colleges and universities applying to upgrade their existing Masters level degree professional OT degree to an OTD; these programs are preparing for approval from the Accreditation Council for Occupational Therapy Education (ACOTE) to admit students. Binghamton is on the schedule to admit students in 2025. This is the rationale for the new Binghamton University Occupational Therapy Professional Program to be at the OTD level, the degree of the future. Moreover, it is viewed that it is important for this new program to be housed in the newly forming OT Division that is designed to support education and scholarship at the level of R1 university. Having this foundation in a R1 University and a Division aligned with the University, our graduates will be able to truly serve the profession as innovative leaders clinically informed and appreciative of translational science. It is well-known that the three existing SUNY Occupational Therapy Programs, not located in Binghamton University's geographic region, are at or above capacity and this new program at Binghamton will increase the access for New York students to study in the SUNY system.



- h)(2) *Employment:*** For programs designed to prepare graduates for immediate employment, use the table below to list potential employers of graduates that have requested establishment of the program and state their specific number of positions needed. If letters from employers support the program, they may be **appended** at the end of this form.

This proposed OTD Entry Level Professional Program is not projected to have its first graduates until 2028. Thus, the labor statistics are presented to demonstrate the need and likely employability of occupational therapists. Moreover, the majority if not all graduates from Occupational Therapy programs are offered positions at one or more of their fieldwork sites.

The U.S. Bureau of Labor Statistics predicts OT jobs will grow 27 percent between 2016 - 2026, which is much faster than the national average of all professions. <https://www.bls.gov/ooh/healthcare/occupational-therapists.html>. The U.S. News & World Report (January 2019) identified Occupational Therapists as No. 13 in the 25 Best Jobs of 2019.

This continuous ramping up for the need of services provided by occupational therapists is fueled by many factors including the pressing issues facing us now in terms of the rampant rise in the consequences of the Opioid epidemic adversely impacting families; the escalating attention needed to intervene with college students who are challenged by mental health issues; the medical success in saving “babies born too soon” who need early intervention services and are already overwhelming the school-based therapists to meet their learning needs; and the burgeoning needs of the large aging baby boom population who strive to age in place and who are experiencing greater longevity. The older adult community is increasing in the rural counties surrounding Binghamton campus, many of whom are very challenged economically. The census reports for New York State indicates that the population over 65 years of age is expected to increase over time from 12% to 19% in NYC and to 24% in the remainder of the state by 2040. [See NY older adults](#).

These specialties in occupational therapy most often work in the following settings:

- Hospitals.
- Outpatient Rehabilitation Centers.
- Skilled Nursing Facilities and Nursing Homes.
- Schools.
- In-Home Healthcare.

Noteworthy, there are many hypotheses on the likely impact on need for OT services for those who have experienced treatment for COVID-19; we are seeing a rapid rise of individuals facing challenges cognitively and in functional performance. There are 423 OT job posting in New York State on Indeed (retrieved 7/9/2020) with positions predominately working with aging population, with children in schools, and in rehabilitation centers. Thus, the increase in need for OT services may surpass the proposed 27% stated above.

- h)(3) *Similar Programs:*** Use the table below to list similar programs at other institutions, public and independent, in the service area, region and state, as appropriate. Expand the table as needed. **NOTE:** *Detailed program-level information for SUNY institutions is available in the [Academic Program Enterprise System \(APES\)](#) or [Academic Program Dashboards](#). Institutional research and information security officers at your campus should be able to help provide access to these password-protected sites. For non-SUNY programs, program titles and degree information – [SED’s Inventory of Registered Programs](#).*

There are no existing OTD Entry-Level Professional Programs in New York State at this time.

- h)(4) *Collaboration:*** Did this program’s design benefit from consultation with other SUNY campuses? If so, what was that consultation and its result?

Initially this was not applicable, as there are no existing similar programs in the SUNY system. The OTD degree was approved in New York State in 2017 and at the time of preparing this Proposal, there is no established tuition for the OTD as a clinical doctorate. The Program Director is working with the Program Directors of Occupational Therapy from the three existing OT programs: Stonybrook, Buffalo and Downstate (Brooklyn) to determine the OTD clinical doctorate tuition, an important step for the formation of the budget.

- h)(5) *Concerns or Objections:*** If concerns and/or objections were raised by other SUNY campuses, how were they resolved?

The Letter of Intent for each of the two Occupational Therapy OTD degrees: OTD Entry Level Professional and OTD Post-Professional Program were announced on March 11, 2020. There were no responses to either Letter of Intent from the SUNY campuses. Both Letters of Intent were approved by the SUNY Office of Academic Affairs and the Provost on April 20, 2020.

## 2.4. Admissions

- a) What are all admission requirements for students in this program? Please note those that differ from the institution's minimum admissions requirements and explain why they differ.

The applicant must have completed an earned Bachelor's degree with an Overall GPA of 2.75 or higher. This program will utilize the OTCAS (OT common application system) and will also require submission of a personal statement that addresses how your work/volunteer/life experiences led you to choose the profession of occupational therapy, 2 letters of recommendation (one letter of recommendation must be from an occupational therapist), transcripts that provide evidence of prerequisite course completion and proof of current CPR/First Aid certification. Standardized test scores, such as the GRE, are not required. The only additional admission requirement for the OTD: Entry Level Professional Program is the completion of a list of prerequisite courses with a minimum grade of a "B-" in each of the courses and there is no penalty for repeating courses. The highest final grade will be considered for meeting requirements. These courses include:

- Abnormal Psychology or Psychopathology 3 credits
- Developmental Psychology 3 credits
- Behavioral Sciences 3 credits
- Human Anatomy & Physiology I and II (with dissection lab) 3 credits each
- Statistics 3 credits

International students (once approved for admission for this program) must also submit:

- [International Student Financial Statement \(ISFS\) form](#) to certify that the applicant has enough funds for all tuition, fees and personal expenses for at least one year of graduate study at Binghamton University.
- [Supporting financial documentation](#) that shows the applicant has enough funds for 1 year of graduate study. Most often, this means including official bank statements or official scholarship or sponsorship letters from agencies or governments.
- [Proof of English proficiency](#) (including TOEFL, IELTS and PTE Academic scores)

The TOEFL, IELTS and PTE Academic scores help demonstrate your proficiency in English at the college level.

- TOEFL: The Graduate School requires a minimum TOEFL score of 80 on the Internet-based test.
- IELTS: The Graduate School requires a minimum IELTS score of 6.5, with no band below 5.0.
- PTE Academic: The Graduate School requires a minimum PTE Academic score of 53.

b) What is the process for evaluating exceptions to those requirements?

Applications will be reviewed by the Graduate Admissions and Academic Standards Committee in collaboration with the Occupational Therapy Division Director. Furthermore, the requirements will be verified by review of the transcript and other pertinent application data. Exceptions for students who have not demonstrated completion of all requirements for admission will be considered on a case by case basis.

c) How will the institution encourage enrollment in this program by persons from groups historically underrepresented in the institution, discipline or occupation?

Recruitment practices and procedures will be in accordance with those established by the Binghamton University Office of Diversity, Equity, and Inclusion, and with its Road Map goal of “uniting to foster a diverse and inclusive campus culture”. Recruitment is a combination of field recruitment through conferences, employer relationships and community college relationships, along with digital marketing and traditional channels. To encourage enrollment from historically underrepresented groups, Decker College of Nursing and Health Sciences follow the usual and customary with use of [Clark Fellowships](#) focus on specific association recruitment, including the Association of Minority Health Professions School, Inc., Association of Clinicians for the Underserved, Society for the Analysis of African American Public Health Issues, Indian Higher Education Consortium (AIHEC), South Asian Public Health Association, Hispanic-Serving Health Professions Schools, Inc., Gay and Lesbian Medical Association, Society of Healthcare Professionals with Disabilities, and National Rural Health Association.

Other strategies that will be inherent in the recruitment plan will be the use of gender-neutral language and gender-neutral images, as well as those that address other aspects of diversity; assuring that students share the same learning experiences; faculty/student mentoring; and active recruitment of underrepresented occupational therapy faculty. Decker College of Nursing and Health Sciences employs a Director of Diversity, Equity and Inclusion to foster a diverse and inclusive culture that is welcoming for all students, faculty, staff and the Greater Binghamton community.

Most important is creating an program to enhance the diversity of the program, as Broome and regional counties do not have very diverse populations:

**Race and Hispanic Origin Percentages of Broome and Neighboring Counties**

	Broome	Delaware	Sullivan	Orange	Tioga	Cortland	Chenango
White	86.1	95.3	85.0	80.6	96.6	94.8	96.5
Black/African American	6.0	2.0	9.9	12.6	0.9	1.9	1.0
American Indian/Alaskan Native	0.3	0.3	0.7	0.8	0.2	0.3	0.4
Asian	4.7	1.0	1.7	2.9	0.8	1.1	0.6
Native Hawaiian/Other Pacific Islander	0.1	-	0.1	0.1	-	-	-
Two or more races	2.8	1.3	2.7	2.9	1.4	1.8	1.4
Hispanic/Latino	4.3	3.8	16.2	20.6	2.0	2.7	2.2
White/Not Hispanic or Latino	83.1	92.2	71.8	64.1	94.9	92.6	94.7

Retrieved 3/2020 from US Census Bureau Binghamton University ([www.census.gov](http://www.census.gov)) data from July 2018.

The Decker College of Nursing has traditionally served the regional rural population, which is also an underrepresented population, and we will continue this trend by now recruiting bachelors level individuals with an interest in occupational therapy for the proposed OTD Entry Level Professional program and practicing licensed occupational therapist from the regional rural areas to advance their education in this program. This practice will expand throughout the Decker College of Nursing and Health Sciences. The region served by the Decker College programs for over 50 years from which many students are recruited comprise of Broome, Cayuga, Chemung, Chenango, Cortland, Delaware, Otsego, Sullivan, Tioga, and Tompkin. Cayuga, Chenango, Cortland, Delaware, Otsego, Sullivan, and some parts of Sullivan counties are

designated as rural via the HRSA Rural Health Grants Eligibility Analyzer. The region includes areas that are designated as medically underserved or mental health professional shortage areas by the Health Resources and Services Administration (HRSA).

- d) What is the expected student body in terms of geographic origins (i.e., same county, same Regents Region, New York State, and out-of-state); academic origins; proportions of women and minority group members; and students for whom English is a second language?

We anticipate that the initial enrollment to come from undergraduate Binghamton University students and those chiefly from our regional area (noted above in 2.4.c) and other areas in New York state, especially the lower part of the state, mirroring the current enrollment trends in Decker’s School of Nursing. We then expect to attract students nationwide and out of country (once the program is approved to accept International students) because of the stature of Binghamton University. Decker College strives to recruit percentages of women and minority members in numbers that closely reflect the US Census by the fifth year of the program: Female (50%), Black or African American (13%), Hispanic or Latino (18%), Asian (5%), and approximately 20% ESL (within the overall student population).

### 2.5. Academic and Other Support Services

- a) Summarize the academic advising and support services available to help students succeed in the program.

Students in the OTD program will have access to student support services available to all students at Binghamton University. These services include:

- Center for Civic Engagement
- Counseling Center
- Dean of Students
- Division of Diversity, Equity and Inclusion
- Health Services (for on campus students)
- International Student and Scholar Services
- University Tutoring Services
- Services for Student with Disabilities

Students will be assigned to a faculty advisor/mentor for the duration of the course of study and will be eligible for the learning support services at Binghamton University in terms of learning, library resources including searching, writing, and support services.

- b) Describe types, amounts and sources of student financial support anticipated. Indicate the proportion of the student body receiving each type of support, including those receiving no support.

Currently, there are no available scholarships for this program. However, Decker College will monitor for same, as done with other Decker College programs. Students will be directed to the University’s Financial Aid department for assistance with program costs.

### 2.6. Prior Learning Assessment

If this program will grant credit based on Prior Learning Assessment, describe the methods of evaluating the learning and the maximum number of credits allowed, **or check here [X] if not applicable.**

## 2.7. Program Assessment and Improvement

Describe how this program's achievement of its objectives will be assessed, in accordance with [SUNY policy](#), including the date of the program's initial assessment and the length (in years) of the assessment cycle. Explain plans for assessing achievement of students learning outcomes during the program and success after completion of the program. **Append** at the end of this form, a **plan or curriculum map** showing the courses in which the program's educational and, if appropriate, career objectives – from Item 2.3(b) of this form – will be taught and assessed. **NOTE:** *The University Faculty Senate's [Guide for the Evaluation of Undergraduate Programs](#) is a helpful reference.*

The Curriculum Plan is presented in Appendix A (attached).

The OTD Entry-Level Professional Program is guided by the 2018 Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide (effective July 31, 2020) for curriculum review in A.6.3. Program Evaluation pp 23-4), these criteria will be followed in order to be in full compliance with ACOTE standards.

Accordingly, the ACOTE requirements, programs must routinely secure and document sufficient qualitative and quantitative information to allow for analysis about the extent to which the program is meeting its stated goals and objectives to inform strategic changes. This must include, but is not be limited to:

- Faculty effectiveness in their assigned teaching responsibilities.
- Effectiveness of instructional design.
- Students' competency in professional behaviors.
- Students' progression through the program.
- Student retention rates.
- Evaluation of doctoral capstone outcomes.
- Student satisfaction with the program.
- Graduates' scholarly activity (e.g., presentations, publications, grants, obtained, state and national leadership positions, awards).

Programs must routinely and systematically analyze data to determine the extent to which the program is meeting its stated goals and objectives. An annual report summarizing analysis of data and planned action responses must be maintained with annual reports completed once there is a graduating class. The results of ongoing evaluation must be appropriately reflected in the program's strategic plan, curriculum, and other dimensions of the program. The data that is collected routinely for faculty and curriculum review will be instrumental in the Occupational Therapy Division capacity to generate outcomes for external reporting. The Occupational Therapy Division will be responsible for completing the required reports to ACOTE® that will commence once the application is submitted in Fall, 2024 for this proposed OTD: Entry-Level Professional Program.

Thus, the initial assessment for the University will take place during the academic year after the graduation of the first cohort of students and will then take place annually to adhere to the University, College, and Graduate School and ACOTE® requirements. The Occupational Therapy Division will evaluate student learning through several internal and external mechanisms to meet the criteria Binghamton University above. Internally, faculty will work with the Director of the OTD program to assure that the curriculum promotes achievement of course-specific student learning outcomes, and that they are toward student achievement of end of program outcomes. The Director will work with faculty teaching in the didactic and seminar sections to assure student learning is being assessed in a systematic manner within each section, across the course and the program. Student learning is evaluated by faculty at the course level, using course and practicum objectives as well as to review the student experience across each term and academic year of study. Student

learning outcomes, against which student learning is assessed, have been developed by the course faculty and are mapped to the learning objectives stated on each course syllabus that correspond to standards established by ACOTE®. Examinations on course content will be evaluated by faculty for topic(s) of weak student performance to determine any areas of omission in seminar/readings/discussions, and corrections are made as needed. Additional coursework assignments (papers, presentations, etc.) are factored into a final course grade. Students will also demonstrate overall program learning outcomes in their Capstone Project, which provides students with the opportunity to demonstrate mastery and synthesis of all components of the OTD program including, theory, research, advocacy, and policy.

The Decker College of Nursing and Health Sciences Graduate Curriculum Committee, inclusive of the Director of the OTD Programs, will evaluate the curriculum on an ongoing basis. The Director of Decker College of Nursing and Health Science Graduate Programs and the Director of OTD programs will be responsible for the revision and update of the University wide assessment program, WEAVE, which is a mechanism used by Binghamton University to ensure each program and the university are meeting Middle States criteria. WEAVE establishes program-specific measurements of learning with benchmarks that indicate successful learning. The associated finding of each learning measurement is evaluated against its benchmark annually. If a finding does not meet its benchmark, a remediation plan is established.

It is anticipated that these measures will feed into several mechanisms that allow for and require external evaluation; we anticipate that the data derived from WEAVE will be helpful in our reporting to ACOTE®.

### Section 3. Program Schedule and Curriculum

Complete the **SUNY Graduate Program Schedule** to show how a typical student may progress through the program. This is the registered curriculum, so please be precise. Enter required courses where applicable, and enter generic course types for electives or options. Either complete the blank Schedule that appears in this section, or complete an Excel equivalent that computes all sums for you, found [here](#). Rows for terms that are not required can be deleted.

**NOTES:** The *Graduate Schedule* must include all curriculum requirements and demonstrate that expectations from in Regulation 52.2 <http://www.highered.nysed.gov/ocue/lrp/rules.htm> are met.

#### **Special Cases for the Program Schedules:**

- For a program with multiple tracks, or with multiple schedule options (such as full-time and part-time options), use one Program Schedule for each track or schedule option. Note that licensure qualifying and non-licensure qualifying options cannot be tracks; they must be separate programs
- When this form is used for a multi-award and/or multi-institution program that is not based entirely on existing programs, use the schedule to show how a sample student can complete the proposed program. **NOTE:** Form 3A, [Changes to an Existing Program](#), should be used for new multi-award and/or multi-institution programs that are based entirely on existing programs. [SUNY policy](#) governs the awarding of two degrees at the same level.

Not Applicable.

- a) If the program will be offered through a nontraditional schedule (i.e., not on a semester calendar), what is the schedule and how does it impact financial aid eligibility? **NOTE:** Consult with your campus financial aid administrator for information about nontraditional schedules and financial aid eligibility.

The proposed single tracked 98 credit program is presented in the Table below following a traditional schedule in contiguous semesters: Fall, Spring, Summer for two years of study and Fall, Winter into Spring and Summer for the final year of study. We anticipate that the inaugural cohort of students will begin their

full-time course of study in September, 2025 and conclude the end of summer, 2028. This inter-locking schedule requires successful completion of each term for entry into the subsequent term.

- b) For each existing course that is part of the proposed graduate program, **append** a catalog description at the end of this document.

Course Descriptions are presented in Appendix B (attached).

- c) For each new course in the graduate program, **append** a syllabus at the end of this document. **NOTE:** *Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is graduate level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with [SUNY policy on credit/contact hours](#)), general course requirements, and expected student learning outcomes.*

Course Syllabi are presented in Appendix C (attached).

- d) If the program requires external instruction, such as clinical or field experience, agency placement, an internship, fieldwork, or cooperative education, **append** a completed [External Instruction](#) form at the end of this document. The School of Nursing (Decker College of Nursing and Health Sciences) currently has over 350 contracts with regional and statewide facilities that offer clinical placements for students in nursing programs. Many of these sites have expressed interest in serving the OTD-Entry level program for fieldwork placements, and many of the therapists affiliated with the large medical centers in the region and the school systems in the region were at the October 24, 2017 meeting indicating their strong interest in, at that time, expanding their contractual relationship to all of the College's future students. Moreover, as the DPT Program Director has begun to reach out to clinical sites over the last 6 months, there have been inquiries and strong interest for the proposed new OTD: Entry-Level Professional program expressed. It is anticipated, based on the hospital systems, school systems (Broome county has 57 public schools serving over 33,000 students), acute care facilities, mental health centers, many outpatient facilities offering varying levels of care including home care, and a growing number of long term care facilities to serve the rapidly rising number of elders in the region within a 60-mile radius of the Binghamton University campus, that there are a multiplicity of potential fieldwork sites in the region. This informs us that the new OTD: Entry-Level Professional program will be able to meet the fieldwork placement requirement for the admitted cohort of 25 students. Further exploration is needed and is planned to attest to the same capacity to support the 25 students for their Capstone requirement. Fieldwork sites can develop through liaisons with the Doctor of Nursing Practice (DNP) and MPH programs in the College of Nursing and Health Sciences as well as seeking out those therapists holding an OTD in the region.

This OTD-Entry-Level Professional Program requires clinical fieldwork experiences and a capstone experience. The Accreditation Council for Occupational Therapy Education (ACOTE®) requires that the Doctoral Capstone Coordinator and Academic Fieldwork Coordinator be hired within two years of the opening of the new OTD Entry-Level Professional Program to plan for the needed placements. In our application to ACOTE for approval to welcome students in September 2025 that is due in Fall, 2024, we are required to list our secured contracts to assure placements for each admitted student. Our budget plans show (see Section 4 below) that we anticipate on hiring our Doctoral Capstone Coordinator in 2021-2022 academic year and our Academic Fieldwork Coordinator the following year. Letters of support for this proposed OTD Entry Level Professional Program from all three of the major hospital centers serving the Binghamton region as well as from private practitioners (See External Instruction Letter Appendix).

**SUNY Graduate Program Schedule (OPTION: You can insert an *Excel version* of this schedule AFTER this line, and delete the rest of this page.)**

**Program/Track Title and Award:** \_\_\_\_\_

- a) Indicate **academic calendar** type: [ x ] Semester [ ] Quarter [ ] Trimester [ ] Other (describe):  
 b) **Label each term in sequence**, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)  
 c) Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.  
 d) Complete the last row to show program totals and comprehensive, culminating elements. **Complete all columns that apply to a course.**

Term 1: Fall 1				Term 2: Spring 1			
Course Number & Title	Credits	New	Co/Preq	Course Number & Title	Credits	New	Co/Preq
OCT 601 Functional Anatomic and Physiological Basis for Human Occupation	6	X	N/A	OCT 621 Professional Reasoning I : Critical Inquiry and Decision-Making	1	X	Term 1
OCT 600 Theoretical and Conceptual Foundations of Occupational Therapy Practice	3	X	N/A	OCT 604 Health Conditions: Epidemiology and Pathophysiology	3	X	Term 1
OCT 602 Human Occupation Across the Life Span	3	X	N/A	OCT 605 Neuroscience of Behavior	3	X	Term 1
OCT 603 Kinesiology & Functional Biomechanics	3	X	N/A	OCT 606 Learning and Behavioral Change	4	X	Term 1
OCT 620 Interpersonal and Interprofessional Communication in Healthcare	2	X	N/A	OCT 610 Mental Health Intervention	4	X	Term 1
Term credit total:	17			Term credit total:	15		
Term 3: Summer 2				Term 4: Fall 2			
Course Number & Title	Credits	New	Co/Preq	Course Number & Title	Credits	New	Co/Preq
OCT 607 Group Process and the Intentional Relationship	3	X	Term 2	OCT 623 Professional Reasoning II: Measurement Theory and Application	1	X	Term 3
OCT 622 Fieldwork Level I Experience A & Seminar Part A	2	X	Term 2	OCT 631 Research Process I: Foundation and Scholarly Literature	2	X	Term 3
OCT 630 Theories of Inquiry and Research Methodology in Translational Science	3	X	Term 2	OCT 612 Physical Rehabilitation: Orthopedics	4	X	Term 3
OCT 611 Development: Adulthood and Aging	4	X	Term 2	OCT 613 Physical Rehabilitation: Neurological Disorders	4	X	Term 3
				OCT 614 Development: Working with Children	4	X	Term 3
Term credit total:	12			Term credit total:	15		
Term 5: Spring 2				Term 6: Summer 3			
Course Number & Title	Credits	New	Co/Preq	Course Number & Title	Credits	New	Co/Preq
OCT 615 Occupational Therapy Tool Kit for Assistive Technologies	3	X	Term 4	OCT 633 Research Process III: Implementation and Application in Translational Science	2	X	Term 5
OCT 632 Research Process II: Methods and Design	2	X	Term 4	OCT 626 Professional Reasoning IV: Integrated Seminar and Synthesis	1	X	Term 5
OCT 624 Fieldwork Level I Experience B & Seminar Part B	2	X	Term 4	Oct 705: Advanced Leadership in Innovative Practice	3	X	Term 5
OCT 625 Professional Reasoning III: Context and Participation	1	X	Term 4	Oct 702: Interprofessional Ethics and Analytical Reasoning	3	X	Term 5
OCT 608 Administration and Management	3	X	Term 4				
Oct 704: Interprofessional Health Promotion and Health Advocacy	3	X	Term 4				
Term credit total:	14			Term credit total:	9		



Term 7: Fall 3				Term 8: Winter-Spring 3			
Course Number & Title	Credits	New	Co/Preq	Course Number & Title	Credits	New	Co/Preq
OCT 640 Fieldwork Level II Internship A: 12 weeks full time	3	X	Term 6	OCT 641 Fieldwork Level II Internship B: 12 weeks full time	3	Yes	Term 7
Term credit total:	3			Term credit total:	3		
Term 9: Spring 3 - Summer							
Course Number & Title	Credits	New	Co/Preq				
OCT 642 Advanced OTD Capstone Experience: 14 weeks full time	8	X	Term 8				
OCT 724 OTD Capstone Dissemination	2	X	OCT				
Term credit total:	10						

<b>Program Total:</b>	<b>Total Credits: 98</b>	<b>Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable: Capstone Project Dissemination</b>
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**New:** X if new course

**Prerequisite(s):** list prerequisite(s) for the listed courses

#### Section 4. Faculty

- a) Complete the **SUNY Faculty Table** on the next page to describe current faculty and to-be-hired (TBH) faculty.
- c) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member. Appendix D presenting the position descriptions for faculty members to be hired.

***NOTE:** CVs for all faculty should be available upon request. Faculty CVs should include rank and employment status, educational and employment background, professional affiliations and activities, important awards and recognition, publications (noting refereed journal articles), and brief descriptions of research and other externally funded projects. New York State's requirements for faculty qualifications are in in Regulation 52.2 <http://www.highered.nysed.gov/ocue/lrp/rules.htm>*

- d) What is the institution's definition of "full-time" faculty?

As per the 2019-2020 Binghamton University Faculty-Staff Handbook:

The teaching load is intended to be moderate, and to provide time for fulfilling other obligations such as research, scholarly activity, and professional improvement.

The normal teaching load consists of one of the following:

- 3 undergraduate courses per semester;
- 2 graduate courses per semester;
- 1 undergraduate course and 1 graduate course per semester, with the expectation that there would also be substantial research, professional or service activity, and supervision of dissertations and theses.

It is understood that this definition of normal load may be influenced by other considerations, and that there may be considerable variation among disciplines. Nonetheless, the expectation for research, scholarship, and professional and service activity remains across all disciplines, regardless of any variations

in normal load. In view of variations among different instructional areas, however, differences in teaching load are often necessary to meet conditions as they arise.

This OTD Entry Level Professional program is planned year-round to have coursework in 3 summer sessions and 1 winter session as follows for the inaugural class who will enter in September, 2025 (excerpted from Class Schedule in previous section above) which is outside the usual 10-month contract:

### **Summer, 2026**

OCT 607: Group Process and the Intentional Relationship

OCT 622: Fieldwork Level I Experience A & Seminar Part A

OCT 630: Theories of Inquiry and Research Methodology in Translational Science

OCT 611: Development: Adulthood and Aging

### **Summer, 2027**

OCT 633: Research Process III: Implementation and Application in Translational Science

OCT 626: Professional Reasoning IV: Integrated Seminar and Synthesis

OCT 705: Advanced Leadership in Innovative Practice

OCT 702: Interprofessional Ethics and Analytical Reasoning

### **Winter-Spring, 2028**

OCT 641: Fieldwork Level II Internship B: 12 weeks full time

### **Spring into Summer, 2028**

OCT 642: Advanced OTD Capstone Experience: 14 weeks full time

OCT 724: OTD Capstone Dissemination

The Academic Fieldwork Coordinator and the Doctoral Capstone Coordinator positions are planned to be 12-month positions and will have teaching responsibilities including the four clinical education courses listed above. Specifically, the Academic Fieldwork Coordinator will be responsible for OCT 622 and OCT 641 and the Doctoral Capstone Coordinator will be responsible for OCT 642 and OCT 724.

For the 7 didactic courses listed above will either be staffed by either a faculty member in a 12-month line with full time teaching responsibilities in the regular academic year -or- summer stipend position if the course can be taught by an existing Binghamton University OT faculty member on 10-month position.

## SUNY Faculty Table

Provide information on current and prospective faculty members (identifying those at off-campus locations) who will be expected to teach any course in the graduate program. Expand the table as needed. Use a separate Faculty Table for each institution if the program is a multi-institution program.

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title) Per Table Sec 3	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field
<b>PART 1. Full-Time Faculty</b>					
* Jane Bear-Lehman, PhD, OTR/L Program Director/Professor	100%	<b>Entry-Level</b> OCT600, 603,620,621,630, 631,632,625,704, 633,626,702, <b>Post-Professional:</b> OCT703,702,704,711, 712	PhD NYU, MS Illinois, BS Wisconsin	PhD Occupational Therapy	FAOTA, FNAP, scholar in translational research, upper limb biomechanics, functional performance measurement outcomes across many domains
<b>Part 2. Part-Time Faculty</b>					
TBH-Part-time – pool of 12-20 local clinicians	100%	Multiple – any/all	OTD or equivalent with demonstrated clinical expertise	Occupational Therapy OTD or equivalent	Advanced expertise of credential in area of teaching assignments. These faculty will teach in labs or guest lecture primarily.
TBH-Part-time – pool of 4-10 national scholars or advanced clinicians	100%	Multiple – any/all	OTD or equivalent with demonstrated clinical expertise	Occupational Therapy OTD or equivalent	Advanced expertise of credential in area of teaching assignments. These faculty will be the instructor of record for an online course in the Post Professional Program.
<b>Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date)</b>					
TBH1 -Doctoral Capstone Coordinator/Lecturer/Assistant Professor – 12-month position	100%	<b>Entry-Level</b> OCT 642, 724 plus other courses pending clinical specialty	OTD	Occupational Therapy OTD	Primary responsibility for Standard D.1.0 for completion of including dissemination of Capstone Experience. Can teach in other courses based upon clinical expertise.
TBH2 -Academic Fieldwork Coordinator/Lecturer/ Assistant Professor – 12-month position	100%	<b>Entry-Level</b> OCT 622, 624, 640, 641	OTD	Occupational Therapy OTD	Primary responsibility for Standard C.1.0 for satisfactory delivery of Level I and Level II fieldwork requirements. Can teach in other courses based upon clinical expertise.
TBH3 – (Research)	100%	<b>Entry Level</b> OCT 630, 631,632,633,724	PhD/ScD/DrPH/ EdD/OTD	Variable Sound appreciation of research in the health	This faculty member who is research focused with appreciation for research enterprise in health professions. Can teach other courses

		<b>Post Professional</b> OCT 710, 711,712, 720, 721,722, 723,724		professions/OT	based upon expertise
TBH4 - (Neuro)	100%	<b>Entry Level</b> OCT 604, 605, 606,613, 621,623,625,626	PhD/ScD/EdD/ OTD BS thru OTD	Neuro related Occupational Therapy BS thru OTD	Focused expertise in neurological disorders including OT interventions such as cognition Can teach other courses based upon expertise
TBH5 - (Ortho/Biomechanics)	100%	<b>Entry Level</b> OCT 603,604,612, 621,623,625,626	PhD/ScD/EdD/ OTD BS thru OTD	Orthopedics related Occupational Therapy BS thru OTD	Focused expertise in orthopedic disorders including OT interventions such as orthoses, modalities. Can teach other courses based upon expertise
TBH6 - (Admin/Leadership)	100%	<b>Entry Level</b> OCT608, 620, 621,623, 625, 626, 702 <b>Post Professional</b> OCT 701,705	PhD/ScD/EdD/ OTD BS thru OTD	Variable Occupational Therapy BS thru OTD	Clinical management/leadership experience. Can teach other courses based upon expertise
TBH7 – (Mental Health/Group Process)	100%	<b>Entry Level</b> OCT 604,610,607,	PhD/ScD/EdD/ PsyD/OTD BS thru OTD	Variable Occupational Therapy BS thru OTD	Focused expertise in mental health disorders and OT intervention processes. Can teach other courses based upon expertise
TBH8 – (Adulthood & Aging)	100%	<b>Entry Level</b> OCT 602, 604,611,620,621,623,6 25,626 <b>Post Professional</b>	PhD/ScD/EdD/ PsyD/OTD BS thru OTD	Adult and Aging related in OT intervention BS thru OTD	Focused expertise in adult and aging and OT intervention processes including aging in place. Can teach other courses based upon expertise
TBH9 – (Working with Children/Educator)	100%	<b>Entry Level</b> OCT 602,614, 621,623,625,626 <b>Post Professional</b> OCT 706	PhD/ScD/EdD/ PsyD/OTD BS thru OTD	Neuro or Peds related OT intervention BS thru OTD	Focused expertise in working with children and OT intervention processes including school systems, children born too soon. Can teach other courses based upon expertise
TBH10 – (Ethics/Adv Leadership/Health Promotion)	100%	<b>Entry Level</b> OCT 600,702,704,705, <b>Post Professional</b> OCT 701,702,704,723	PhD/EdD/ScD, DrPH/OTD	Variable BS thru OTD Sound appreciation for ethics/leadership/health promotion processes in OT	Focused expertise in ethics health promotion and leadership in health care. Can teach other courses based upon expertise.
TBH11 – (Anatomy/Biomechanics)	50-100%	<b>Entry Level</b> OCT 601, 603 <b>Post Professional</b>	PhD/ScD/OTD BS thru OTD	Anatomy/ Biomechanics BS thru OTD	Demonstrated experience in teaching human anatomy and biomechanics for clinicians. Does not have to have an OT license.
TBH12 – (Toolkit for high-tech to low tech adaptive technologies)	100%	<b>Entry Level</b> OCT 603, 604,606,615 <b>Post Professional</b> OCT 723	PhD/EdD/ScD/ OTD BS thru OTD	Occupational Therapy BS thru OTD	Clinical specialization in assessment and intervention processes in high technology and low technology of adaptive equipment processes in OT across the lifespan. Can teach in other

					courses relevant to expertise
TBH13 – (Research)	100%	<b>Entry Level</b> OCT 630, 631,632,633,724 <b>Post Professional</b> OCT 710, 711,712, 720, 721,722, 723,724	PhD/ScD/DrPH/ EdD/OTD	Variable Sound appreciation of research in the health professions/OT	This faculty member who is research focused with appreciation for research enterprise in health professions. Can teach other courses based upon expertise
TBH14 – (Clinical Reasoning)	100%	<b>Entry Level</b> OCT600, 621,623,625,626 <b>Post Professional</b> OCT701,703,723	PhD/ScD/EdD/ OTD	Occupational Therapy BS thru OTD Sound appreciation for theoretical and conceptual foundations of OT	Experience in rural health, underserved and at- risk populations with special interest in developing students professional reasoning Can teach other courses based upon expertise

## Section 5. Financial Resources and Instructional Facilities

- a) What is the resource plan for ensuring the success of the proposed program over time? Summarize the instructional facilities and equipment committed to ensure the success of the program. Please explain new and/or reallocated resources over the first five years for operations, including faculty and other personnel, the library, equipment, laboratories, and supplies. Also include resources for capital projects and other expenses.

The Decker College of Nursing and Health Science acquired a building, a former shoe factory, in Johnson City, a few miles from the main campus, and it is being renovated into office and classroom space for all curricula that is modernized, meets all building codes including ADA, and has state-of-the-art simulation laboratories, full audio/visual and networking capabilities, and modern amenities for the students. This capital construction and fit-out is fully funded and is well underway with occupancy anticipated in the coming academic year for the floors 1-4, and bidding out for the development of the 5th and 6th floors. The primary anticipated location for the program's offices and dedicated space is projected to be on the 5th or 6th floors with access to the second floor Innovative Simulation and Practice Center (ISPC- see letter of support in Appendix C). With the facility needs for the program being provided, the University is now beginning the start-up process to hire faculty and staff, develop the details of the proposed programs, and to prepare for the first entering class.

In projecting the start-up costs for developing two doctoral programs, OTD: Entry-level Professional Program and the OTD: Post-Professional Program, the proposed operational budget and faculty plan are inextricably mingled and overlapping in the next few years as the launches are planned. Only the OTD Entry Level Professional Program requires the application to and approval from the Accreditation Council for Occupational Therapy Education (ACOTE). Once we have SUNY and NYSED approval for the OTD: Post-Professional program we will launch it, with a target date of September 2021, four years ahead of the proposed OTD: Entry-Level Professional program in September 2025. The OTD Post Professional Program is designed to allow for curricula expansion to embrace specialty concentrations within the 36 credits, once the new faculty's expertise is known. The OTD Entry Level Professional Program is planned for a cohort of 25 students during the pre-accreditation years, and will be monitored for viability to expand after accreditation.

Given that operational budgets are to address the day-to-day expenses for the two programs, the financial plan is designed to address this protracted and gradual start-up for faculty, staff, and resources knowing that the most significant portion of the budget start up plan will come when the preparation begins for the OTD: Entry-Level Professional program in 2023-2024. It is our intention to launch the OTD: Post-Professional program to accept its first cohort of 12-15 students for September 2021. Our goal is to have educational programs that are marketed and recruit nationally. We will follow the Decker College marketing process to recruit students initially in the New York as we also expand into the Northeast and ultimately national markets. We are in process of developing a plan with Harpur College at Binghamton University to recruit undergraduate students at Binghamton University who have sought pre-health advisement, and those in membership of the student organization, Pre-OT & PT Association (POPTA) for the OTD Entry Level Professional Program, And, we are creating a marketing plan to recruit Binghamton University Alumni, who have become Occupational Therapists, for the OTD Post Professional Program.

There is currently one existing core faculty member that has been hired for the new OTD programs. The Program Director, Jane Bear-Lehman, PhD, OTR/L, FAOTA, FNAP began employment on January 1, 2020. An Academic Fieldwork Coordinator and the Doctoral Capstone Coordinator are required to

be the next two faculty member hired according to the Accreditation Council for Occupational Therapy Education (ACOTE) for the OTD: Entry-Level Professional Program. These searches will occur no later than 2023 for the ACOTE approved launch of the OTD: Entry-Level Professional Program launch in 2025. We propose searching for both positions once the OTD: Post Professional Program is approved as both will be instrumental along with the Program Director and one of the newly planned for faculty members to launch the OTD: Post-Professional program. An additional two to three of the ultimate 12 FTE doctoral faculty members will be needed to support the OTD: Post-Professional Program which will likely have 30 students in its second-year cycle with a steep ramp up as presented in the budget plan below. The first of the FTE faculty hired will be those who have expertise to teach in both OTD programs. Faculty will be hired in a timely fashion that permits adequate development of teaching and assessment materials. Exploration will occur to determine the possibility of Binghamton University faculty members who could teach the content within either or both of the new OTD programs that are known to be successfully taught in other programs by those who are not occupational therapists, should the need arise such as, but not limited to ethics, research, administration and management, mental health intervention, and leadership. These existing faculty members will be considered as appropriate. As noted in the faculty plan, below, we are planning for part-time /adjunct faculty members to support both proposed programs so that we provide cohorts of 12-15 students in our online OTD Post Professional Program sections as well as the OTD Entry Level Professional Program's laboratory and seminars.

A critical factor in our budget planning is how and when these two proposed OTD programs move forward to launch is the SUNY system approval of the "terminal clinical professional degree" tuition rate for the newly approved (2017) OTD degree in New York. The budget below is completed using the current Graduate In-State tuition rate of \$11,540 -annually/\$605/credit as compared to the published tuition rate of annual In-State of \$24,390/\$1,016.25/credit for all terminal clinical professional degrees in SUNY (including DPT, DNP).

Our projected total startup capital expenditures, without salary, is \$274,296.52. The developing, annual NON-Personnel Operating Projection (NSOP) Costs begin in 2021 \$49,100.00. Annual Accreditation fees are added to the NSOP to total \$54,100 annually. Salary expenditures take place as faculty are hired, as projected on the budget spread sheet. The annual cash flow is expected to start low and build as we approach 2023 and 2024.

Students enrolled in the OTD: Entry-Level Professional program and the OTD: Post-Professional program will be eligible for financial assistance consistent with other students enrolled in graduate programs including general financial aid, graduate and teaching assistantships. Due to clinic needs, often there are school systems and medical centers who have offered service-learning contracts to enrolled students in entry level programs, and there have been practicing therapists who have been in work situations that have educational benefits to support tuition or in some instances, such as school systems, may award an increase in salary based on educational level. It is the Programs intention to work with BU foundation office to explore possible funding sources for the prospective students' study.

- b) Complete the five-year SUNY Program Expenses Table, below, consistent with the resource plan summary. Enter the anticipated academic years in the top row of this table. List all resources that will be engaged specifically as a result of the proposed program (e.g., a new faculty position or additional library resources). If they represent a continuing cost, new resources for a given year should be included in the subsequent year(s), with adjustments for inflation or negotiated compensation. Include explanatory notes as needed.

## SUNY Program Expenses Table

(OPTION: You can paste an [Excel version](#) of this schedule AFTER this sentence, and delete the table below.)

SUNY Program Expenses Table	OTD					
	Expense (in dollars)					
Program Expense Categories	Before Start	Year 1 2025-2026	Year 2	Year 3	Year 4	Year 5
Personnel (Faculty, Adjuncts, Course Assistants)	4,534,455.32	1,612,440.60	2,366,970.33	2,345,949.73	2,823,821.02	2,877,037.44
Library	112,741.86	26,764.51	28,370.38	30,072.61	31,876.96	33,789.58
Fees <sup>1</sup>	47,050.00	25,425.00	27,740.00	30,062.22	30,266.93	33,454.43
Maintenance and Operations	796,400.00	204,100.00	204,100.00	204,100.00	204,100.00	204,100.00
Capital Expenses	274,296.52	0	0	0	0	0
<b>Sum of Rows Above</b>	<b>\$5,764,943.70</b>	<b>\$1,868,730.11</b>	<b>\$2,627,180.71</b>	<b>\$2,610,184.56</b>	<b>\$3,090,064.92</b>	<b>\$3,148,381.45</b>

### Section 6. Library Resources

- a) Summarize the analysis of library collection resources and needs *for this program* by the collection librarian and program faculty. Include an assessment of existing library resources and accessibility to those resources for students enrolled in the program in all formats, including the institution's implementation of SUNY Connect, the SUNY-wide electronic library program.

The current holdings of the Binghamton University Libraries are made up of around 2,332,315 physical items, 1,121,693 electronic items, 365 databases, 2000 linear feet of archives and manuscripts, and a growing institutional repository. All of these materials are made available to all university students, faculty, and staff. Affiliates are able to access the electronic material from off campus simply by logging in with their university information. Additionally, affiliates are able to access the material at any SUNY campus that they physically visit.

The library participates in SUNY Connect. Below are some of the SUNY Connect resources that will be relevant to the Occupational Therapy program:

- Annual Reviews
- Academic Search Ultimate
- Alt HealthWatch
- CINAHL Plus with Full text
- Health Source - Consumer Edition
- Health Source: Nursing/Academic Edition
- Medline with Full text
- New England Journal of Medicine
- ScienceDirect
- Vocational and Career Collection
- EBSCO eBook Collection

Additional Occupational Therapy Specific Resources include:

#### OT Journals

Of the over 218,000 electronic and print journals offered by the Libraries, over 100 are specifically rehabilitation and therapy journal titles and there are over 10,000 titles related to health and biological sciences and over 700 psychology journals.



## OT Databases

Students, faculty, and staff have access to 365 electronic databases both on and off campus. In addition to those that are a part of SUNY Connect, OT related databases include: Physical Therapy and Sports Medicine OneFile, PubMed, PsycInfo, Cochrane Library, Essential Evidence Plus, ERIC, Embase, Web of Science, UpToDate, Engineering Village, Social Explorer, PAIS International, Statistical Insight, and PolicyMap. Freely available resources including Clinical eCompanion, Data.gov and CDC, WHO, and NLM resources are also included on relevant library guides.

Additionally, the Libraries subscribe to a Discovery Service named "Find It!" (Ex Libris' Primo Central). Find It! is a mega-aggregation of hundreds of millions of scholarly e-resources including journal articles, e-books, reviews, and more. Find It! is part of the SUNY wide move to ALMA/Primo which makes it easier for individuals to see the library collections at other SUNY institutions. This allows them to travel to those institutions for access if convenient, and to request items directly from them through Interlibrary Loan (ILL). ILL services are also provided for resources not available through SUNY.

The librarian for occupational therapy has examined the current library resources to evaluate future collection areas to meet the needs of the new OT program. Identified gaps include the need for additional OT journal subscriptions, increased collection of OT books and ebooks, and databases including AccessPhysiotherapy, Rehabilitation Reference Center, and SportDISCUS Full-text. Further analysis, especially in regards to the journals and books, will take place as OT faculty are hired and their needs are examined.

**b)** Describe the institution's response to identified collection needs and its plan for library development.

The institution has planned for the library to receive an OT Binghamton University budget in order to subscribe to the databases listed above. As faculty and students arrive, their needs will be evaluated and the library collection will adjust as needed. Discussions have begun and will continue in order to meet the needs of the OT department as it grows.

## Section 7. External Evaluation

SUNY and SED require external evaluation of all proposed graduate degree programs. List below all SUNY-approved evaluators who conducted evaluations (adding rows as needed), and **append at the end of this document** each original, signed [External Evaluation Report](#). **NOTE:** *To select external evaluators, a campus sends 3-5 proposed evaluators' names, titles and CVs to the assigned SUNY Program Reviewer, expresses its preferences and requests approval.*

Evaluator #1	Evaluator #2
Dean Thomas Fisher, PhD, OT, FAOTA	Dr. Wendy Coster PhD, OTR, FAOTA
Dean and Professor Dwyer College of Health Sciences, Indiana University – South Bend	Professor and Chair Department of Occupational Therapy, Sargent College, Boston University

Appended in Appendix E.

## Section 8. Institutional Response to External Evaluator Reports

**Append at the end of this document** a single *Institutional Response* to all *External Evaluation Reports*. Appended in Appendix F.

## Section 9. SUNY Undergraduate Transfer

**NOTE:** *SUNY Undergraduate Transfer policy does not apply to graduate programs.*

## Section 10. Application for Distance Education

- a) Does the program's design enable students to complete 50% or more of the course requirements through distance education?  No  Yes. If yes, **append** a completed *SUNY Distance Education Format Proposal* at the end of this proposal to apply for the program to be registered for the distance education format.
- b) Does the program's design enable students to complete 100% of the course requirements through distance education?  No  Yes

## Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization

- a) Based on guidance on [Master Plan Amendments](#), please indicate if this proposal requires a Master Plan Amendment.  
 No  Yes, a completed [Master Plan Amendment Form](#) is **appended** at the end of this proposal.
- b) Based on *SUNY Guidance on Degree Authorizations* (below), please indicate if this proposal requires degree authorization.  
 No  Yes, once the program is approved by the SUNY Provost, the campus will work with its Campus Reviewer to draft a resolution that the SUNY Chancellor will recommend to the SUNY Board of Trustees.

**SUNY Guidance on Degree Authorization.** *Degree authorization is required when a proposed program will lead to a [new degree](#) (e.g., B.F.A., M.P.H.) at an existing level of study (i.e., associate, baccalaureate, first-professional, master's, and doctoral) in an existing disciplinary area at an institution. Disciplinary areas are defined by the [New York State Taxonomy of Academic Programs](#). Degree authorization requires approval by the SUNY Provost, the SUNY Board of Trustees and the Board of Regents.*

## List of Appended Items

**Appended Items:** Materials required in selected items in Sections 1 through 10 and MPA-1 of this form should be appended after this page, with continued pagination. In the first column of the chart below, please number the appended items, and append them in number order.

Number	Appended Items	Reference Items
NA	<i>For multi-institution programs</i> , a letter of approval from partner institution(s)	Section 1, Item €
Appendix A	<i>For programs leading to professional licensure</i> , a side-by-side chart showing how the program's components meet the requirements of specialized accreditation, <a href="#">Commissioner's Regulations for the Profession</a> , or other applicable external standards	Section 2.3, Item €
NA	<i>For programs leading to licensure in selected professions for which the SED Office of Professions (OP) requires a specialized form</i> , a completed version of that form	Section 2.3, Item €
NA	<i>OPTIONAL: For programs leading directly to employment</i> , letters of support from employers, if available	Section 2, Item 2.3 (h)(2)
Appendix A Appendix C	<i>For all programs</i> , a plan or curriculum map showing the courses in which the program's educational and (if appropriate) career objectives will be taught and assessed	Section 2, Item 7
Appendix B	<i>For all programs</i> , a catalog description for each existing course that is part of the proposed graduate major program	Section 3, Item (b)
Appendix C	<i>For all programs with new courses</i> , syllabi for all new courses in a proposed graduate program	Section 3, Item (c)
External Instruction Letters	<i>For programs requiring external instruction</i> , a completed <a href="#">External Instruction Form</a> and documentation required on that form	Section 3, Item (d)
Appendix D	<i>For programs that will depend on new faculty</i> , position descriptions or announcements for faculty to-be-hired	Section 4, Item (b)
Appendix E	<i>For all programs</i> , original, signed External Evaluation Reports from SUNY-approved evaluators	Section 7
Appendix F	<i>For all programs</i> , a single Institutional Response to External Evaluators' Reports	Section 8
NA	<i>For programs designed to enable students to complete at least 50% of the course requirements at a distance</i> , a <a href="#">Distance Education Format Proposal</a>	Section 10
NA	<i>For programs requiring an MPA</i> , a <a href="#">Master Plan Amendment form</a>	Section MPA-1
Appendix G	ACOTE Standards; each course syllabi reflects the standards that are met.	

## Appendix A Curriculum Design

- **The OTD Curricular Design to address the threads and relationship to the mission\***

The science- based occupational therapy curriculum design will integrate the International Classification of Functioning, Disability and Health (ICF) components of Environment, Participation, Activities, Body Functions and Structures and the occupational therapist's roles as Practitioner, Manager, and Contributor will serve as the curricular threads (themes).

World Health Organization. (2001). *International classification of functioning, disability and health*. Geneva: Author.

The vertical axis of our curriculum matrix is formed by the following **ICF concepts** (WHO, 2001, pp. 8, 10):

- Environmental factors make up the physical, social and attitudinal environment in which people live and conduct their lives.
- Participation is involvement in a life situation.
- Participation restrictions are problems an individual may experience in involvement in life situations.
- Activity is the execution of a task or action by an individual.
- Activity limitations are difficulties an individual may have in executing activities.
- Body functions are the physiological functions of body systems (including psychological functions).
- Body structures are anatomical parts of the body such as organs, limbs and their components.
- Impairments are problems in body function or structure such as significant deviation or loss.
- Functioning indicates non-problematic aspects of health and health-related states.
- Disability indicates impairment, activity limitations or participation restrictions.

The horizontal axis of our curriculum matrix is formed by the three **primary roles** expected of an entry-level occupational therapist.

### Occupational Therapists Roles and Graduate Learning Outcomes

#### The Occupational Therapy Practitioner Role

The occupational therapy practitioner, based on outcomes that are meaningful to clients, uses evaluation data to formulate and implement interventions to establish, restore, maintain, or enhance functional and structural integrity, activity, and participation in lifestyles that are optimally independent, productive, and satisfying to clients.

Graduates will demonstrate the ability to:

- Establish therapeutic relationships with clients and caregivers, and professional relationships with colleagues consistent with the Occupational Therapy Code of Ethics and Ethics Standards (AOTA, 2010).
- Evaluate body structures/functions to determine their impact on engagement and participation in activities and activity limitations.
- Develop and implement theory-driven and evidence-based body structure/function

interventions to prevent, reduce, control, or ameliorate impairment and to prepare for safe performance and participation in day to day activities.

- Screen and assess client's participation and participation restrictions, activity and activity limitations, functional and structural integrity and impairments, and occupational environment; document the findings and accurately interpret the results.
- Formulate, implement, and document theory-driven and evidence-based interventions that promote client's participation in life situations, health and well-being, and to prevent participation restrictions.
- Analyze day to day activities and occupations for their ability to enable client's independence, safety, and satisfaction.
- Develop and implement a transition plan in collaboration with clients in preparation for the discontinuation of occupational therapy services, when appropriate.
- Collaborate effectively in an inter-professional health care delivery model.
- Practice occupational therapy in an ethical manner.

### **The Occupational Therapy Role of Manager**

The occupational therapy manager plans, organizes, implements, staffs, directs, and evaluates occupational therapy services; coordinates these functions with other health, education, and work-related services; and promotes understanding of occupational therapy services.

Graduates will demonstrate the ability to:

- Use data when making resource and program management decisions and apply management principles and strategies to direct, monitor, and assess occupational therapy services.
- Relate the roles and functions of occupational therapy to other health care services
- Consider the influence of external factors, such as demographic trends, public laws, health care policies, and reimbursement policies on health care delivery services when managing occupational therapy service delivery models of care.
- Promote inter-professional collaboration and referral.
- Apply management principles to ensure legal and ethical occupational therapy practice.

### **The Occupational Therapy Role of Contributor**

The occupational therapy contributor has a professional responsibility to recognize and influence health care within the context of world, national, state, community, and local work environments. Contributors participate in the development and application of a scholarly body of knowledge within occupational therapy practice.

A graduate will demonstrate the ability to:

- Recognize, integrate, and discuss issues pertaining to public health and occupational therapy practices, and articulate methods to effect change.

- Use scientific and theoretically evidence to advocate for occupational therapy in a wide array of existing and emerging practice contexts.
- Use and/or conduct research for consumers, professionals, regulatory and/or health policy groups which describes factors that enable or limit activities or occupations of clients and/or populations.
- Find, analyze, and integrate scholarly works from occupational therapy and other appropriate sources to inform proposal writing for grants and program development.
- Design, implement, and disseminate beginning level research projects.

**Curriculum Matrix: ICF x Primary Roles.** Table 1 demonstrates how the Occupational Therapy roles of practitioner, manager, and contributor interact with the ICF concepts to create the framework that will be used by the Binghamton University Occupational Therapy Division to fully develop the curriculum map, plan, implement, and evaluate the new academic OTD programs based on the work and the achievements of the faculties at the University of Pittsburgh and Seton Hall University who have graciously shared their successful models.

Table 1. ICF concepts and the Occupational Therapy Professional Roles\*

		<b>THE OCCUPATIONAL THERAPY ROLES</b>		
		<b>Practitioner</b>	<b>Manager</b>	<b>Contributor</b>
<b>ICF*</b>	<b>Environment Factors</b>	Analyze, adapt, and utilize the environment to enhance client’s day to day functional performance.  Work collaboratively in an inter-professional health care arena to effect change in the environment to allow for the client’s engagement and participation in activities that will obviate the consequence of or ensuing impairment by enabling adaptation.	Considers a wide array of environmental (external) factors when managing occupational therapy models of delivery of care.  Promotes inter-professional collaboration and referral.	Uses research evidence to identify & influence health within multiple environments.  Advocates for the needs of consumers served by OT.

<p><b>Participation / Participation Restriction</b></p>	<p>Evaluates and intervenes for factors that enable or restrict full participation of consumers of OT services.</p> <p>Develops and implements theory driven and evidence-based interventions that promote client's participation in daily life situations, health and well-being, and prevent participation restrictions.</p> <p>Practices Occupational Therapy in an ethical manner.</p>	<p>Considers social, economic, political, legislative and policy issues to plan, establish and manage service delivery systems that promote participation of OT clients.</p> <p>Applies management principles to ensure legal and ethical Occupational Therapy practice.</p>	<p>Uses &amp; designs research to examine factors that enable full participation of individuals and populations and disseminates findings to consumer, professional, regulatory and health policy groups.</p>
<p><b>Activities / Activity Limitations</b></p>	<p>Analyzes everyday activities and occupations. Evaluates and intervenes for factors that enable or limit expected, required, or desired activities/ occupations of clients of OT services.</p>	<p>Plans, establishes, and manages resources and service delivery systems that reduce activity limitations &amp; promote activities for individual and populations of OT clients.</p>	<p>Uses and designs research to examine factors that enable activities and occupations of individuals and populations, and disseminates findings to consumer, professional, regulatory and health policy groups.</p>
<p><b>Body Functions &amp; Structures / Impairment</b></p>	<p>Evaluates body structures/functions to determine their impact on activity and activity limitations.</p> <p>Develop and implement theory-driven and evidence-based body structure/function interventions to reduce impairment to prepare for performance of day to day activities and to influence optimum health and well-being.</p>	<p>Plans, establishes, and manages resources and service delivery systems that reduce impairments and promote healthy function of body functions/ structures for OT clients.</p>	<p>Uses and designs research to examine factors that prevent deviations &amp; loss of functions/structures to promote health of individuals and populations, and disseminates findings to consumer, professional, regulatory and health policy groups.</p>

\*International Classification of Functioning, Disability and Health- from University of Pittsburgh and Seton Hall University Occupational Therapy entry level programs with permission

Foundational knowledge in body structures and functions will be met through pre-requisite courses and coursework placed early in the OTD Entry Level Professional curriculum which will allow the graduate student in the OTD Entry Level Professional program to simultaneously form his/her first development in the role as a practitioner in professional formation as an occupational therapist while engaged in a strong foundation of essential resources in neurosciences, anatomy and kinesiology, medical diagnoses, and research methods to draw upon as the curriculum advances.

For the OTD Entry-Level Professional student, this is then followed by emphasizing the impact of challenges to health and wellness when development at any life stage is interrupted by

illness, injury or environmental barriers to participation, a corresponding breakdown of a person's activity pattern and his or her ability to engage in occupation should occur. The courses are arranged to facilitate the progressive integration and synthesis of health and medical condition knowledge, evidence-informed assessments and interventions with corresponding experiential fieldwork courses. It is at this intersection that the OTD Entry Level Professional curriculum begins to intersect with the proposed OTD Post Professional program in coursework that embraces the development and enrichment of clinical reasoning seminars for fieldwork seminars while the OTD Post Professional students curriculum is geared to interface clinical reasoning integrating clinical, theoretical and scientific evidence foster enhanced professional clinical reasoning to think like an advanced occupational therapist practitioner. The courses will be structured to provide for the essential resources, mentoring, and use of interactive seminar learning for the graduate student learners to master independent and collaborative learning. The course teaching and learning models will be structured by the ICF model for students to learn how to assist clients to participate in desired occupations in a variety of social and environmental contexts to restore function, prevent dysfunction, and to adapt to irreversible loss. It is imperative that the graduate learners have opportunities to explore, to question, to problem solve and to draw informed decisions and opinions on the curriculum content in the classroom as the curriculum continues to spiral into greater complexity to allow for their development of the Occupational Therapy roles as a Practitioner, Manager and a Contributor.

Professional formation and mastering the roles of Practitioner, Manager, and Contributor themes will be woven from the start of the newly proposed Binghamton University OTD curricula. Professional formation will require the development and refinement of self-reflection and the capacity to work well with others of differing culture, age, and learning styles to develop cultural competence, ethical integrity and the capacity to work independently as well as collaboratively.

The professional formation sequence begins with identification of professional attitudes, behaviors and skills expected in professional graduate education and in clinical settings for the OTD Entry-Level Professional student. Sequence progression develops an understanding of health disparities, health equity and sociocultural determinants of health, followed by development of reflective skills, advocacy skills, and understanding of the complexities of the supervisory process, embracing inter and cross-disciplinary team roles and responsibilities, while developing the skills for continued lifelong learning as Practitioners, Managers, and Contributors.

The mission of the OTD programs are to instill intellectual curiosity and critical thinking skills with an appreciation for and dedication to lifelong learning by supporting innovative pedagogy that integrates scholarship with practice to prepare occupational therapy graduate students to have the knowledge, skills, and a philosophy with a worldview. The mission allows for the development of the roles of Practitioner, Manager and Contributor to promote, lead, and serve as innovators in health and well-being through occupation in a variety of socio-cultural, professional, and institutional contexts.

- **Curriculum design content themes reflect the essential concept of the profession's values and philosophy.**



Occupational Therapy's values and philosophy are reflected in the biopsychosocial focus of the curriculum design that emphasizes client centered practice, participation in activities as a means and an end to intervention, and the use of activities to prevent, compensate, and restore function to permit engagement in all spheres of daily life tasks. Both curricula are informed by the ICF: components of Environment, Participation, Activities, Body Structures and Functions. It embraces an understanding the client's preferences, values and concerns, the hallmark of occupational therapy client-centered intervention process. The curriculum places high value on the development of professional formation with self-reflection and integrity for the appreciation of and practice of cultural competence. Integrity and cultural competence for their positive effect on care delivery by enabling practitioners to deliver services that are respectful of and responsive to the health beliefs, practices and cultural and linguistic needs of diverse clients.

The curriculum design embraces the biopsychosocial focus that values integrity, cultural competence to effect behavioral change for the achievement of occupation. This will entail the integration of all three dimensions of learning: cognitive, practical, and affective, will involve transcultural self-efficacy as a major factor, and will aim to prepare its students to deliver culturally congruent care and become Occupational Therapy Practitioners, Managers, and Contributors.

- **Curriculum design content (e.g. "threads" or themes and programs beliefs about learning clearly demonstrate the rationale for courses offered, sequencing of courses, content, scope, and evaluation goals**

The proposed occupational therapy program adopts AOTA's Philosophy of Occupational Therapy Education (AOTA, 2007) and is using it to develop and to organize its curriculum.

1. "[T]he education...must consistently reinforce the development of new knowledge supporting the use of occupation, the application of clinical reasoning based on evidence, the necessity of lifelong learning, and the improvement of professional knowledge and skills." (AOTA, 2007):

The sequence of the courses in the new proposed curriculum reflect the belief that occupational therapy education should be grounded in core principles of occupation as evident in the AOTA Centennial Vision and the Occupational Therapy Practice Framework (OTPF-4) and in the selection of the didactic courses in the first year of the OTD Entry Level program. The first year courses from the foundation knowledge integrating the ICF component of Environment, Participation, Activities Activity, and OTPF-4: Occupational Therapy Formulation, Occupations Across the Lifespan, Learning and Behavioral Change, and toolkit (which also requires appreciation ICF body functions and structures); while ICF components of body functions and structures dominant courses such as, Neuroscience of behavior and kinesiology and functional anatomy, pathophysiology, and facilitate the achievement of psychomotor skill development in Functional Movement: Analysis and Assessment.

Beginning in first term the focus is on the application of the foundational knowledge to increasing complex populations and contexts as the curriculum advances to address lifespan and medical functional/dysfunctional continuum client needs in multiple social, cultural,

institutional and physical contexts. The applications of the foundational knowledge skills, synthesis and integration, is reliant on developing clinical reasoning skills to problem solve and create innovative reasoned solutions to promote engagement and participation in daily life tasks.

The skills of lifelong learning, roles and responsibilities as a team member, leadership, thinking like an Occupational Therapist, developing cultural competences and to contribute to and to lead in inter-disciplinary team membership are introduced in the second term with guided integration from the five clinically based courses and their companion reasoning seminars (for the OTD Entry Level student). At this point, both OTD curricula address perfecting analytical and scientific reasoning with advanced clinical reasoning and psychomotor skills into worldwide arenas that impact delivery and access to care.

2. “Active learning, collaborative process that builds on prior knowledge and experiences and integrates professional academic knowledge, experiential learning, clinical reasoning and self-reflection” (AOTA, 2007).

Course objectives within each course and across the curriculum will advance in complexity when integration of familiar and similar content , skills, analysis, and synthesis will be required. This process will become evident with the production of the syllabi when the faculty complement begins to prepare the curriculum.

The integration of fieldwork 1 experiences into the clinical content courses will afford the student the opportunity to practice the knowledge, skills learned in class and to develop reasoning and self-reflection during the companion small group seminars. The development of self-reflection at the hyphen of didactic coursework and experiential learning in the clinical assignment will enrich the capacity to create thinking professionals and provide the foundation for lifelong learning. To augment this process, the OTD Post Professional students may serve as team leaders for the Entry Level students as part of their coursework requirements that enhance skill development in teaching and leading in Occupational Therapy.

The Decker College of Nursing and Health Science model for ongoing curriculum assessment will be followed to assure that the expected student learning outcomes for the proposed OTD programs will be achieved and that the new proposed curricula are meeting the College standards and for the OTD Entry Level program to secure accreditation.

3. “Promotes integration of philosophical and theoretical knowledge, values, beliefs, ethics and technical skills for broad application to practice in order to improve human participation and quality of life for those individuals with and without impairments and limitations” (AOTA, 2007).

The proposed OTD Entry Level Professional curriculum values-centered with a strong ethical and philosophical grounding that are progressively integrated throughout the curriculum. Ethic and philosophy will be first introduced in the first year in Professional Reasoning 1: Critical Inquiry and Decision-Making (OTD Entry Level) and in Inter-Professional Ethics and Analytical

Reasoning (OTD Post Professional Program) and will be learned explicitly and will be progressively integrated into all the other courses to enculture integrity and ethical conduct.

Quality of life and health promotion and disease prevention will resonate through the curriculum and be addressed in the five clinical courses and companion reasoning seminars to address needs of individuals, groups and populations with temporary and permanent impairments (in the OTD Entry Level Professional Program) and woven through the OTD Post Professional Program initially addressing the complex issues in the very first course of the curriculum: Justice: Health Disparities & Health Equities in the Practice of Occupational Therapy. The graduate students will develop the resources needed to address promotion of health and wellness and formation of contributions to society as innovators and to learn to embrace entrepreneurship formats from the five clinically based courses as well as the two OT formulations courses and as they address courses on health policy and advocacy as OTD graduate students.

## Appendix B

### Course Descriptions For Proposed OTD Entry Level Professional Degree Curriculum

COURSE NUMBER	COURSE NAME	COURSE DESCRIPTION
<b>TERM 1 (Fall 1) 17 Credits</b>		
OCT 601	Functional Anatomic and Physiological Basis for Human Occupation  6 Credits	This course and its laboratory components focus students to explore human movement across the lifespan during the performance of activities (kinematics) and understand the forces influencing movement (kinetics). Students are prepared to apply an understanding of human movement in a manner that is foundational for learning of assessments and interventions for prevention, adaptation and compensation processes.
OCT 600	Theoretical and Conceptual Foundations of Occupational Therapy Practice  3-Credits	This course provides an orientation to the Occupational Therapy Profession, AOTA's Centennial Vision, and the Occupational Therapy Practice Framework – Domain and Process (OTPF) for the study of occupational therapy and occupational science and the history, philosophy, and science of the occupational therapy profession. The course will examine the occupational therapy guidelines of practice, frames of reference, and conceptual models for practice. To enhance the appreciation of the roles and functions of the occupational therapist, the meaning of occupation and the occupational therapy process, this course requires four ½ day visits to OT practice sites.
OCT 602	Human Occupation Across the Lifespan  3 Credits	This course provides study in development across the lifespan, from childhood to emerging adulthood, adulthood and late life maturity. The focus is on age-associated changes in sensory, motor, cognitive, emotional, and psychosocial functions and their implications for self-care, play leisure, school, and work occupations in the context of occupational therapy services for health and wellness, prevention, adaptation and compensation.
OCT 603	Kinesiology & Functional Biomechanics Movement:  3 Credits	This laboratory-based course provides students with an opportunity to develop the therapeutic skills to assess a client's motor capacity, posture, and stability for engagement in activity and participation in daily life tasks across the lifespan.
OCT 620	Interpersonal and Interprofessional Communication in Healthcare.  2 Credits	This course introduces students to recognize the importance of effective written and verbal communication in occupational therapy practice, and to begin to learn the language of health care. The goal is to foster the development competent students over the course of the curriculum who will become effective in the use communication techniques to enhance team function, organize and share information with clients/patients, families, and health care providers. The course will provide models for the building of ways to share informed knowledge with confidence and respectfulness, actively listen and encourage others' ideas, use appropriate language and begin to appreciate one's own expertise as an occupational therapist within the health care team.
<b>TERM 2 (Spring 1) 15 Credits</b>		
OCT 621	Professional Reasoning, I: Critical Inquiry and Decision-Making  1 Credit	This is the first of 4 professional reasoning courses that interlace the curriculum to enrich problem solving and to form the basis of achieving reasoned decision making. The experiences in the coursework in the first year of the curriculum will serve as the basis of knowledge and observation to enrich the development of clinical decision making.

OCT 604	<p>Health Conditions: Epidemiology and Pathophysiology</p> <p>3 Credits</p>	<p>The purpose of this course is to provide students with a basic understanding of the field of epidemiology in terms of incidence rate, methods of tracking the disease and methods to control on the pathophysiology as a change from normal physiological functioning of the various systems of the human body has occurred. The course is based on illness and disease within a systems framework addressing genetic and environmental impact on disease processes. Emphasis is placed on acquired illnesses and diseases most often encountered by occupational therapists. The course focuses on critical thinking used to analyze signs and symptoms based on the pathophysiology of these conditions, and prepares the student for the design of needed assessments and interventions for prevention, adaptation and compensation to restore and sustain health and wellness</p>
OCT 605	<p>Neuroscience of Behavior</p> <p>3 Credits</p>	<p>This course examines the functional performance of all aspects of the human nervous system. Specific congenital and acquired nervous system conditions will be introduced and their impact on health and wellness, learning, behavior, and adaptation across the lifespan to complete occupational performance components in environmental contexts will be reviewed and analyzed.</p>
OCT 606	<p>Learning and Behavioral Change</p> <p>3 Credits</p>	<p>This course examines interdisciplinary theories of learning and behavioral change that underlie current OT theories and practice, including foundational knowledge underlying occupational therapy theories, frames of reference and conceptual practice models and frameworks in a variety of contexts. Students will critique and discuss many of the theoretical perspectives commonly used in occupational therapy practice to effect learning and behavioral change. This course also provides students with an opportunity to apply theoretical perspectives to occupational therapy intervention, compare and contrast theoretical perspectives, and make informed decisions about which perspectives best meet the needs of individuals and cohort who the profession serves and will serve in the profession's emerging practice domains.</p>
OCT 610	<p>Mental Health Intervention</p> <p>4 Credits</p>	<p>This course provides in depth study of the occupational therapy process for clients across the lifespan with psychosocial and/or cognitive dysfunction. Theories, principles assessments, and interventions focus on performance of activities and routines in daily life tasks and participation in society. Psychiatric diagnoses that are highly prevalent in children, adolescents, emerging adults, adults and older adults who can benefit from occupational therapy services are defined and described. Etiology, signs, symptoms, clinical course, psychiatric management, morbidity and prognosis for benefit in corresponding occupational therapy intervention are reviewed. The influence of psychiatric pathology on day to day life tasks and routines, and engagement in societal participation are examined. Clinical reasoning skills for making diagnostic judgments and planning for occupational therapy interventions for clients with psychosocial and/or cognitive dysfunction are studied in-depth. The course focuses on critical thinking for the design and implementation of occupational therapy assessments and interventions for prevention, adaptation and compensation to restore and sustain health and wellness across the lifespan in a wide variety of contexts in the community.</p>

<b>TERM 3 (Summer 2) 12 credits</b>		
OCT 607	Group Process and Intentional Relationship in the Practice of Occupational Therapy  3 Credits	This course emphasizes the development of foundational skills in therapeutic use of self, intentional relationship and forms of therapeutic reasoning for the delivery of occupational therapy practice models for prevention and health and wellness in a wide variety of contexts and practice arenas, including emerging practice arenas. Foundational knowledge and skills are developed so students will be able to form therapeutic relationships and participate as effective group members to plan and to lead group activities in appropriate contexts of practice in both physical and mental health settings across the lifespan. Content will include principles of group dynamics, models of group development, principles of group leadership, processes involved in planning and implementing groups to allow the student to recognize how the different approaches allow the therapist to become a therapeutic agent of change and to understand that the therapeutic approaches selected may be a product of the model of therapy employed for the delivery of occupational therapy practice.
OCT 622	Fieldwork Level I Experience A & Seminar Part A  2 Credits	This course emphasizes the application of occupational therapy skills pertinent to the use of psychosocial groups in communities. Students gain an enhanced appreciation of psychological, cognitive, social, and developmental factors that influence engagement in occupation. This one-hour seminar across the summer provides for a problem based learning context for the development of clinical reasoning skills in occupational therapy and facilitates the translation of lessons from the classroom to clinical examples in order to enhance observation skills and intervention planning processes. Fieldwork level 1 placement once weekly.
OCT 630	Theories of Inquiry & Research Methodology in Translational Science  3 Credits	This course provides an introduction to methods of scientific inquiry for the occupational therapist who will be engaged in translational science. The course attends to how scholarly activities are inspired and then used to contribute to the development and the refinement of the body of knowledge relevant to the OT profession. It includes specific attention to qualitative and quantitative research study design, variable definition, data collection, analysis and interpretation for occupational therapy practice. The course emphasizes the development of skills to formulate clinically based research questions using the Patient/Population Intervention Comparison Outcomes (PICO) model and the formation of proposal development for research study, program and grant development.
OCT 611	Development: Adulthood and Aging  4 Credits	This course provides an overview of the assessment and intervention roles and responsibilities of occupational therapists working with older people in a variety of settings for the development of prevention, adaptation, and compensation programs to enhance health and wellness. Students examine the influences of physical, social, cognitive, psychological, cultural, and societal functioning on occupational performance. Strategies to address the impact of age-related changes on engagement in activity and participation will be addressed along with how societal ramifications of aging can be influenced.
<b>TERM 4 (Fall 2) 15 Credits</b>		
OCT 631	Research Process I: Foundation & Scholarly Literature  2-Credits	This seminar is the first of the series of research process series is designed to prepare for the development of the OTD clinical doctorate capstone project . This first seminar focuses on increasing the students' confidence in using research as an integral part of the clinical decision-making processes and for the development of skills required for proposal writing. Clinical decision-making cues evidence from a variety of sources, including scientific literature, data bases, clinical examination, client values and preferences, and the client's current situation, supporting the idea that research is only one of the tools that informs clinical practice. Emphasis is on the development of critical thinking skills to evaluate the research literature, and ways to integrate research into clinical decision making, which involves formulating clear clinical questions, finding the evidence, evaluating the evidence, and applying evidence to a clinical problem.

OCT 612	Physical Rehabilitation: Orthopedics  4 Credits	This course focuses on the biomechanical and rehabilitative approaches to assessment and intervention for traumatic and non-traumatic injuries and diseases that affect the skeletal and peripheral systems in individuals across the lifespan. Using the International Classification of Functioning Disability and Health (ICF) as an overarching framework, the student will learn how the assessments covered will yield information about the client's occupation across the levels of function that impact activity and participation. The student will learn to design occupation-based assessments and interventions for prevention, adaptation, and compensation; and to develop therapeutic skills to implement and to monitor change. The laboratory component of the course will focus on the designing and fabrication of orthotic devices to support healing and to allow for day to day engagement in occupation.
OCT 613	Physical Rehabilitation: Neurological Disorders  4 Credits	This course focuses on the motor control, cognitive-perceptual, and learning theories as they relate to occupation-based intervention for those individuals across the lifespan whose engagement in activity are impacted by traumatic and non-traumatic injuries and diseases that affect the neurological system. Using the International Classification of Functioning Disability and Health (ICF) as an overarching framework, the student will learn how the assessments covered will yield information about the client's occupation across the levels of function, activity and participation. The student will learn to design occupation-based interventions and develop therapeutic skills to implement and monitor the interventions including the designing and fabrication of adaptive devices, slings and support devices to facilitate function and support. Assessment and intervention applications for clients with various neurological deficits are presented in seminar discussion, case study, problem solving, and laboratory experiences. Special attention is paid to the use of the new emerging technologies to enhance performance capacities in the area of physical rehabilitation processes.
OCT 623	Professional Reasoning II: Measurement Theory and Application  1 Credit	This second professional reasoning seminar focuses on how tests and measures, including but not limited to the assessment, intervention, and the documentation process are decided. Students will apply professional reasoning to identifying suited tests to address professional inquiry and to begin to develop the needed broad framework for assessment in areas of rehabilitation and participation. Discussion will address test reliability, validity and clinical utility along with the opportunity to enhance practical skills in selected test administration, scoring and developing reasoned interpretation of findings.
OCT 614	Development: Working With Children in Occupational Therapy  4 Credits	This course provides an introduction to the principles of tests and measures for outcome-based assessment relevant to the practice of occupational therapy with infants, children, adolescents, and emerging adults that is informed and influenced by emerging knowledge and technologies. A selection of pediatric assessment instruments will be introduced for specific screening, skilled observation, checklists, histories, interviews with the client and their families, and standardized and non-standardized tests and batteries. Using the ICF as an overarching framework, the students will learn how the assessments covered will yield information about the child's occupation across the levels of function, activity and participation in his/her present and anticipated contexts to facilitate occupational therapy practice to support survival, change and adaptation as the client matures. Students will design occupation based interventions, and develop therapeutic skills to implement, and to plan for necessary monitoring of the interventions for health and wellness through prevention, adaptation and compensation for those who will be served in a wide variety of contexts.
<b>TERM 5 (SPRING 2) 14 Credits</b>		
OCT 615	Occupational Therapy Tool Kit for Assistive Technologies	This problem-based laboratory based course allows for the development of therapeutic skills to assist clients with adaptive methods, compensatory strategies to facilitate completion of usual and customary daily life tasks; and is

	3 Credits	informed by the emerging technologies and knowledge for best practice. The course will review the arena of low technology to high technology adaptive techniques including the use of 3D printers and software-based processes as well as provision of changes in health care delivery models including Telehealth and gain an understanding of the strategies to enrich client's capacity to engage in activity and participation. Using the International Classification of Functioning Disability and Health (ICF) as an overarching framework, the student will learn how the activity configuration, observations and OT assessments yield information about the occupational needs across the levels of function, activity and participation. Using the activity configuration the student will learn to how to design occupation based strategies and develop the therapeutic skills required to provide assistive devices to enhance client's safe and effective performance in Activities of Daily Living (ADL) and Instrumental Activities of Daily Living (IADL) tasks.
OCT 632	Research Process II: Methods and Design  2 Credits	This second seminar in the research process series is to enhance the development of the OTD clinical doctorate capstone project focuses on methods and design that is informed by the scholarly literature review in the preceding seminar. The seminar will critically review, evaluate and critique a selection of relevant methods sections presented in published work students share from their literature review to further enhance reasoning and facilitate decision-making for their own methodological sections of their proposals.
OCT 624	Fieldwork Level I Experience B & Seminar Part B  2 Credits	This second part of Fieldwork Level 1 builds on the application of occupational therapy skills pertinent to the use of physical and developmental interventions across the lifespan. Students gain an enhanced appreciation of physical, psychological, cognitive, and social factors that influence engagement in occupation. This one-hour seminar provides for a problem based learning context for the development of clinical reasoning skills in occupational therapy and facilitates the translation of lessons from the classroom to clinical examples in order to enhance observation skills and intervention planning processes. Fieldwork level 1 placement once weekly.
OCT 625	Professional Reasoning III: Context and Participation  1 Credit	This third seminar in this professional reasoning series addresses the physical, social, cultural, political and virtual aspects surrounding our clients and their communities. These influences serve as the basis as to how engagement in day to day occupations are positively or negatively influenced.
OCT 608	Administration and Management  3 Credits	This course emphasizes the development of the conceptual and practical knowledge and skills needed to plan and manage the delivery of occupation based occupational therapy services that are based on evidence, efficacious and cost-effective processes. Information provided takes into account varying contexts of the rapidly changing health care environment for those who are in need of the delivery of occupational therapy services. It examines the emerging occupational therapy practices, program development and the processes associated with entrepreneurship for occupational therapy practice.
OCT 704	Interprofessional Health Promotion and Health Advocacy  3 Credits	This course examines community health, wellness, and education practices for groups, communities, and populations. Key concepts in health promotion, prevention, and wellness for quality of life and population-based approaches will be emphasized. Students are prepared with inter-professional community practice skills, including needs assessment and program planning and evaluation in conjunction with an actual community site or agency. This course includes service learning in the community.
<b>TERM 6 (Summer 3) 9 Credits</b>		
OCT 633	Research Process III: Implementation and Application in Translational Science  2 Credits	The focus of this third seminar in the research series is to complete the needed steps to implement their scholarly/research projects which will include completing the IRB application and to launch the data collection process. The seminars will prepare the students for methods of critical review in research and to learn about how to secure funding to advance their level of inquiry as well as how to disseminate knowledge.



OCT 625	Professional Reasoning IV: Integrated Seminar and Synthesis  1 Credit	This final seminar will advance clinical reasoning skills using informed reasoning drawn from the didactic and fieldwork components experienced in completion of the curriculum to advance to the full-time fieldwork and capstone experiences that are ahead. Class discussions will critically analyze the application of theoretical knowledge and scientific knowledge for the capacity to think like doctoral occupational therapist
OCT 705	Advanced Leadership in Innovative Practice  3 Credits	This course will prepare the OTD student with advanced skills in leadership development. Emphasis will be on community program development, advocacy (political action), and administrative initiatives in a changing healthcare environment. In this course the student will identify their own personal leadership style, which will serve as a guide in developing a professional development and leadership plan. This course will also provide the student with an understanding of the process to set up occupational therapy services in traditional settings, community-based environments, and in non-traditional settings.
OCT 702	Interprofessional Ethics and Analytical Reasoning  3 Credits	This course provides students with a practical problem solving approach to ethical dimensions of inter-professional practice. Students apply previously learned ethics foundations, approaches, and decision-making models to critically analyze ethical challenges encountered in today's professional practice environment. Active learning pedagogies prepare students for their role as moral agents, addressing inter-professional ethical considerations in delivering healthcare and formulating health policy, programs, and services.
<b>TERM 7 (Fall 3) 3 Credits</b>		
OCT 640	Occupational Therapy Level 2 Fieldwork A  3 Credits	This is the first of two Supervised full-time field experience for students to develop entry level competencies as an occupational therapist by the conclusion of the course. Supervised learning experiences are geared for the student to be able to fully assess and deliver sound occupation-base interventions at the conclusion of the course while also exhibiting competencies in safety, ethics, management/administration with effective communication skills and professionalism.
<b>TERM 8 (Winter-Spring 3) 3 Credits</b>		
OCT 641	Occupational Therapy Level 2 Fieldwork B  3 Credits	This is the first of two Supervised full-time field experience for students to develop entry level competencies as an occupational therapist by the conclusion of the course. Supervised learning experiences are geared for the student to be able to fully assess and deliver sound occupation-base interventions at the conclusion of the course while also exhibiting competencies in safety, ethics, management/administration with effective communication skills and professionalism
<b>TERM 9 (Spring 3-Summer 3) 10 Credits</b>		
OCT 642	Advanced OTD Capstone Experience: 14 weeks full time  8 Credits	This final doctoral experience is supervised by a mentor with knowledge in the arena of the 16 full time weeks (640 hours) internship that runs in tandem with the OCT 724 seminar. This is a required in-depth advanced experience in a student-selected arena that is aligned with the student's capstone project including, but not limited to: clinical research, program and policy development, health care advocacy.
OCT 724	OTD Capstone Dissemination  2-Credits	In this course students complete their culminating doctoral project and disseminate the findings from their scholarly work, relating theory to practice and demonstrating synthesis of advanced knowledge. The students present their doctoral project and discuss findings in an on campus, inter-professional forum to address the impact of their Capstone Project on practice.

**Appendix C**  
**Course Syllabi and Letters of Support for Syllabi**

*Thirty-three Course syllabi totaling 98 credits for all new graduate courses  
for the OTD: Entry Level Professional Program*

**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

OCT 601 – Functional Anatomic and Physiological Basis for Human Occupation  
COURSE SYLLABUS

14-Week Session

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<b>CREDIT HOURS:</b>	Six (6) credits
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Fall Semester, First Year
<b>TIME/LOCATION:</b>	14 Weeks didactic lecture/seminar/laboratory
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 14-Week Courses: 3-credit course notes:**

This course is a 6-credit course, which means that students are expected to do at least 18.5 hours of course-related work each week outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

**COURSE DESCRIPTION:**

This course and its laboratory components focus students to explore human movement across the lifespan during the performance of activities (kinematics) and understand the forces influencing movement (kinetics). Students are prepared to apply an understanding of human movement in a manner that is foundational for learning of assessments and interventions for prevention, adaptation and compensation processes.

**TEACHING STRATEGIES:**

Digital imaging, power-point slides, anatomy coloring books, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged in the classroom discussion sections and laboratory laboratories. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

**COURSE OBJECTIVES:**

**[presented with corresponding ACOTE Standard] to illustrate what the students will achieve by the end of the semester from this course:**

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

1. Demonstrate knowledge and understanding of the structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics. [Standard B.1.1]
2. Demonstrate your knowledge about the bones and their joints in the human body for their structure and type to determine their type of function [Standard B.1.1]
3. Compare and contrast the types of joints for their structure and their associated soft tissue structures surrounding them and how their movement is impacted [Standard B.1.1]
4. Learn to trace the arteries and veins that supply the upper and lower limbs noting the anatomical relationship between the hard and soft tissue [Standard B 1.1]
5. Explore through palpation the anatomical relationship of the peripheral nervous system and the spinal segments to the muscles that each innervates, and note the proximity to soft and hard tissue [Standard B 1.1]
6. Integrate the impact on soft tissue such as cutaneous/neural or circulatory interruption following an identified joint injury to increase your appreciation for the assessment of the anatomical region following injury or destruction over time. [Standard B 1.1, B 2.1]
7. Define and describe basic kinesiological concepts (e.g. planes, axes of movement, types of movement, levers, how muscles function, integration of reflexes, etc.) to analyze how these anatomical and theoretical constructs are interpreted to effect meaningful occupation outcomes. [Standard B.1.1, B.3.4]

**EVALUATION METHODS:**

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
Lab tests identification of soft and hard tissue	30%	Weekly: 1 through 14
Mid-term	25%	Week 7
Analyze given activity for movement: muscle contraction, sensory and circulatory capacity (written)	10%	Week 3-7
Analyze given activity for movement: muscle contraction, sensory and circulatory (written)	10%	Week 8-14
Written Final	25%	Week 14-15
<b>Total</b>	<b>100%</b>	<b>End of 15 Week session</b>

**GRADING POLICY:**

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

<b>Letter Grade</b>	<b>Course Grade</b>
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	< 73

**REQUIRED READING MATERIALS:**

Hansen, J. (2018), *Netter's Anatomy Coloring Book*, 2<sup>nd</sup> edition. St. Louis: Elsevier  
Moore, K.L., Dalley, A.E., and Agur, A.M.R., (2017) *Clinically Orientated Anatomy*. Netherlands: Wolters Kluwer

**RECOMMENDED READING MATERIALS (all of these materials will be required in the Curriculum):**

Dirette, D.P. and Guttman, S.A. (Eds) (2019) *Occupational Therapy for Physical Dysfunction*, 8<sup>th</sup> edition. Netherlands: Wolters Kluwer  
Houglum, DB and Bertoli, D, (2011) *Brunnstrom's Clinical Kinesiology* (6<sup>th</sup> Ed). FA Davis  
Sigelman, C. and Rider, E. (2015) *Life-Span Human Development*. Stamford, Conn: Cengage Learning

**STYLE MANUAL:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington DC

**WRITING RESOURCE:**

Harris, R. A. (2011). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (3<sup>rd</sup> ed.). Glendale, CA: Pyczak Publishing. ISBN: 9781884585937

### ACADEMIC INTEGRITY:

Graduate students enrolled in the OTD- Entry Level Professional Program are expected to adhere to the highest standards of academic honesty and integrity. Academic honesty and integrity are essential behaviors for graduate students to meet the ethical competencies expected of occupational therapy professionals. The Occupational Therapy Code of Ethics serves as a standard to which the students are held accountable. Graduate students are expected to be aware of Binghamton University policies and procedures related to academic honesty and integrity. Students should refer to Binghamton University Bulletin and the Graduate School Manual for policies and procedures related to categories of violations and enforcement procedures.

- Academic Policies and Procedures for All Students: [Binghamton University Bulletin](#)
  - Academic Honesty: [The Graduate School Manual](#)
  - Deborah Yarett Slater [Reference guide to the occupational therapy code of ethics & ethics standards](#). 2016, American Occupational Therapy Association
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### FOR STUDENTS EXPERIENCING DIFFICULTIES:

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be largely related to your course work; if so, I invite you to speak with me (or your other professors) directly. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance, and may require additional professional support. Binghamton University provides a variety of support resources: the Dean of Students Office and University Counseling Center offer coaching on ways to reduce the impact to your grades. Both of these resources can help you manage personal challenges that impact your well-being or ability to thrive at Binghamton University. Accessing them, especially early on, as symptoms develop, can help support your academic success as a University student.

If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

- Dean of Students Office: 607-777-2804
  - Decker Student Health Services Center: 607-777-2221
  - University Police: On campus emergency, 911
  - University Counseling Center: 607-777-2772
  - Interpersonal Violence Prevention: 607-777-3062
  - Harpur Advising: 607-777-6305
  - Office of International Student & Scholar Services: 607-777-2510
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**LIBRARY RESOURCES:**

Neyda Gilman is the librarian for the OTD program. She is available to help you with your research or with any library related questions. You can email her at [ngilman@binghamton.edu](mailto:ngilman@binghamton.edu) or call her at 607-777-4923.

**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

**OCT 604 – Health Conditions: Epidemiology and Pathophysiology**  
**COURSE SYLLABUS**

14-Week Session

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<b>CREDIT HOURS:</b>	Three (3) credits
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Spring Semester, First Year
<b>TIME/LOCATION:</b>	14 Weeks didactic lecture/discussion
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 14-Week Courses: *3-credit course notes:***

This course is a 3-credit course, which means that students are expected to do at least 9.5 hours of course-related work each week outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

**COURSE DESCRIPTION:**

The purpose of this course is to provide students with a basic understanding of the field of epidemiology in terms of incidence rate, methods of tracking the disease and methods to control on the pathophysiology as a change from normal physiological functioning of the various systems of the human body has occurred. The course is based on illness and disease within a systems framework addressing genetic and environmental impact on disease processes. Emphasis is placed on acquired illnesses and diseases most often encountered by occupational therapists. The course focuses on critical thinking used to analyze signs and symptoms based on the pathophysiology of these conditions, and prepares the student for the design of needed assessments and interventions for prevention, adaptation and compensation to restore and sustain health and wellness.

**TEACHING STRATEGIES:**

Power-point slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged in the classroom discussion sections. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.



**COURSE OBJECTIVES:**

**[presented with corresponding ACOTE Standard to illustrate what the students will achieve by the end of the semester from this course:**

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

1. Demonstrate recognition of terms that are related to health and functional status including: epidemiology, health disparities, heritable disease, genetic conditions, mental illness, disability, trauma and injury [Standard B 1.1, B 1.4.B 3.5].
2. Distinguish between physiological functioning and pathophysiological processes in terms of how they impact the human body.[Standard B 1.1]
3. Demonstrate knowledge of specific functional performance problems and life-role interruption likely associated with physical, psychological/behavioral, developmental diagnoses that are addressed by Occupational Therapy in the patient/client’s environmental context. [Standard B 1.1., B 3.4]
4. Identify etiology, clinical signs and symptoms of specific physical, psychological/behavioral, and developmental diagnoses seen by the profession of Occupational Therapy.[B 1.1]
5. Demonstrate an appreciation of and identify ways to maintain or enhance wellness through prevention to enhance occupational performance. [Standard B 1.3]

**EVALUATION METHODS:**

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
Create a health promotion education document: brochure, poster, YouTube etc. to inform a chosen designated audience in steps to follow	30%	TBA
Mid-term	30%	Week 7
In-class participation	10%	Week 1-14
Written Final	30%	Week 14-15
Total	100%	End of 15 Week session

**GRADING POLICY:**

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

Letter Grade	Course Grade
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	< 73

**REQUIRED READING MATERIALS:**

Huether, S.E., & McCane, K.L. (2019). *Understanding pathophysiology* (7<sup>th</sup> Ed or Latest Edition). Elsevier  
Assigned scholarly articles

**STYLE MANUAL:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington DC

**WRITING RESOURCE:**

Harris, R. A. (2011). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (3<sup>rd</sup> ed.). Glendale, CA: Pyczak Publishing. ISBN: 9781884585937

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If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

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**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

**OCT 602 – Human Occupation Across the Lifespan  
COURSE SYLLABUS**

14-Week Session

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<b>CREDIT HOURS:</b>	Three (3) credits
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Spring Semester, First Year
<b>TIME/LOCATION:</b>	14 Weeks Seminar
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 14-Week Courses: 3-credit course notes:**

This course is a 3-credit course, which means that students are expected to do at least 9.5 hours of course-related work each week outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

**COURSE DESCRIPTION:**

This course provides study in development across the lifespan, from childhood to emerging adulthood, adulthood and late life maturity. The focus is on age-associated changes in sensory, motor, cognitive, emotional, and psychosocial functions and their implications for self-care, play leisure, school, and work occupations in the context of occupational therapy services for health and wellness, prevention, adaptation and compensation.

**TEACHING STRATEGIES:**

Power-point slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged in the classroom discussion sections. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

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**COURSE OBJECTIVES:**

**[presented with corresponding ACOTE Standard] to illustrate what the students will achieve by the end of the semester from this course:**

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

1. Demonstrate understanding of human development from the pre-natal period through older adulthood. [Standard B.1.1]
2. Identify how physical, psychological, cultural and social systems influence the individual's level of functional status across the lifespan. [Standard B 1.1 B 1.2]
3. Demonstrate knowledge and understanding of the concepts of human behavior and an appreciation of the role of sociocultural, socioeconomic, and diversity factors, and lifestyle choices in contemporary society influence behavior. [Standard B.1.2, B.1.3]
4. Demonstrate an understanding of the global issues and prevailing health and welfare needs of populations with or at risk for disabilities and chronic health conditions. [Standard B.5.1]
5. Recognize how changes in functional status may influence occupational engagement across the lifespan and explain the role of occupational therapy in the promotion of health and the prevention of disease and disability and to balance the occupation for the individual, family and society. [Standard B.2.2, B 3.4, B.3.5]
6. Recognize how lifestyle choice, disability and chronic illness over the life span can influence occupational development. [Standard B 1.2, B 1.3, B 2.1]

**EVALUATION METHODS:**

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
Four observation written reports (Child; Emerging Adult-Young Adult; Adult; old-older Adult) informed by theory and OT Practice Framework (2020, draft)	40%	TBA
Mid-term	25%	Week 7
In-class participation	10%	Week 1-14
Written Final	25%	Week 14-15
<b>Total</b>	<b>100%</b>	<b>End of 15 Week session</b>

**GRADING POLICY:**

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

<b>Letter Grade</b>	<b>Course Grade</b>
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	< 73

**REQUIRED READING MATERIALS:**

Sigelman, C. and Rider, E. (2015) Life-Span Human Development. Stamford, Conn: Cengage Learning  
Assigned scholarly articles

**RECOMMENDED READINGS**

Schell, B.A.B., Gillen, G. & Scaffa, M.E.(Eds.) (2013): Willard & Spackman's Occupational Therapy (12th ed.) Philadelphia: Lippincott Williams& Wilkins

**STYLE MANUAL:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington DC

**WRITING RESOURCE:**

Harris, R. A. (2011). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (3<sup>rd</sup> ed.). Glendale, CA: Pyczak Publishing. ISBN: 9781884585937

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**ACADEMIC INTEGRITY:**

Graduate students enrolled in the OTD- Entry Level Professional Program are expected to adhere to the highest standards of academic honesty and integrity. Academic honesty and integrity are essential behaviors for graduate students to meet the ethical competencies expected of occupational therapy professionals. The Occupational Therapy Code of Ethics serves as a standard to which the students are held accountable. Graduate students are expected to be aware of Binghamton University policies and procedures related to academic honesty and integrity. Students should refer to Binghamton University Bulletin and the Graduate School Manual for policies and procedures related to categories of violations and enforcement procedures.

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- 

#### FOR STUDENTS EXPERIENCING DIFFICULTIES:

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be largely related to your course work; if so, I invite you to speak with me (or your other professors) directly. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance, and may require additional professional support. Binghamton University provides a variety of support resources: the Dean of Students Office and University Counseling Center offer coaching on ways to reduce the impact to your grades. Both of these resources can help you manage personal challenges that impact your well-being or ability to thrive at Binghamton University. Accessing them, especially early on, as symptoms develop, can help support your academic success as a University student.

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**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

**OCT 603 – Kinesiology & Functional Biomechanics Movement  
COURSE SYLLABUS**

14-Week Session

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<b>CREDIT HOURS:</b>	Three (3) credits
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Fall Semester, First Year
<b>TIME/LOCATION:</b>	14 Weeks didactic lecture/seminar/laboratory
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 14-Week Courses: 3-credit course notes:**

This course is a 3-credit course, which means that students are expected to do at least 9.5 hours of course-related work each week outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

**COURSE DESCRIPTION:**

This laboratory-based course provides students with an opportunity to develop the therapeutic skills to assess a client's motor capacity, posture, and stability for engagement in activity and participation in daily life tasks across the lifespan.

**TEACHING STRATEGIES:**

Digital imaging, power-point slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged in the classroom laboratory including the use of the SIM lab for practical experience and the use of discussion sections. Assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

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**COURSE OBJECTIVES:**

**[presented with corresponding ACOTE Standard] to illustrate what the students will achieve by the end of the semester from this course:**

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

1. Demonstrate knowledge and understanding of the terminology and the basic concepts of kinematics, kinetics, physiology and control of muscular activity for movement and stability. [Standard B.1.1]
2. Define and describe basic kinesiological concepts (e.g. planes, axes of movement, types of movement, levers, how muscles function, integration of reflexes, etc.). to demonstrate capacity to measure motoric patterns using standardized protocols on class members and in the SIM lab, and to interpret the effect of findings on meaningful occupation outcomes. [Standard B.1.1, B.3.5, B.4.5, B.4.8]
3. Define and describe basic concepts and terminology relating to posture, balance, lifting, reaching, grasping and developmental locomotor tasks of creeping, crawling, and walking explain the meaning on the dynamics of occupation and activity performance. [Standard B1.1, B.2.1, B. 3.4, B.4.4, B.4.8]
4. Analyze the physical effects of development and aging impact human movement to explain the meaning on the dynamics of occupation and activity performance. [Standard B.2.1]
5. Compare and contrast “normal” human movement to “abnormal” human movement for developmental age including for completion of ADL and IADL tasks to effect meaningful occupation outcomes. [Standard B.1.1, B.4.8]
6. Demonstrate knowledge and understanding of the structure and function of the human body across the lifespan. [Standard B.1.1, B.1.2]

**EVALUATION METHODS:**

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
Lab Practical-multiple	40%	Weekly: 1 through 14
Mid-term.	20%	Week 7
Activity Analysis (written)	10%	Week 3-7
Activity Analysis (written)	10%	Week 8-14
Written Final	20%	Week 14-15
Total	100%	End of 15 Week session

**GRADING POLICY:**

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

<b>Letter Grade</b>	<b>Course Grade</b>
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	< 73

**REQUIRED READING MATERIALS:**

Houglum, DB and Bertoli, D. (2011) Brunnstrom’s Clinical Kinesiology (6<sup>th</sup> Ed). FA Davis

**RECOMMENDED READING MATERIALS** (all of these materials are required in the Curriculum):

Dirette, D.P. and Guttman, S.A. (Eds) (2019) Occupational Therapy for Physical Dysfunction, 8<sup>th</sup> edition. Netherlands: Wolters Kluwer

Hansen, J. (2018), Netter’s Anatomy Coloring Book, 2<sup>nd</sup> edition. London: Elsevier

Moore, K.L., Dalley, A.E., and Agur, A.M.R., (2017) Clinically Orientated Anatomy. Netherlands: Wolters Kluwer

Sigelman, C. and Rider, E. (2015) Life-Span Human Development. Stamford, Conn: Cengage Learning

**STYLE MANUAL:**

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**WRITING RESOURCE:**

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  - Deborah Yarett Slater [Reference guide to the occupational therapy code of ethics & ethics standards](#). 2016, American Occupational Therapy Association
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**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

**OCT 620 – Interpersonal and Interprofessional Communication in Health Care  
COURSE SYLLABUS**

14-Week Session

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<b>CREDIT HOURS:</b>	Two (2) credits
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Fall Semester, First Year
<b>TIME/LOCATION:</b>	14 Weeks didactic lecture/discussion
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 14-Week Courses: *3-credit course notes:***

This course is a 2-credit course, which means that students are expected to do at least 6.5 hours of course-related work each week outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

**COURSE DESCRIPTION:**

This course introduces students to recognize the importance of effective written and verbal communication in occupational therapy practice, and to begin to learn the language of health care. The goal is to foster the development competent students over the course of the curriculum who will become effective in the use communication techniques to enhance team function, organize and share information with clients/patients, families, and health care providers. The course will provide models for the building of ways to share informed knowledge with confidence and respectfulness, actively listen and encourage others' ideas, use appropriate language and begin to appreciate one's own expertise as an occupational therapist within the health care team.

**TEACHING STRATEGIES:**

Power-point slides, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged in the classroom discussion sections. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

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**COURSE OBJECTIVES:**

**[presented with corresponding ACOTE Standard] to illustrate what the students will achieve by the end of the semester from this course:**

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

1. Address the formation of professional identity as an Occupational Therapist. [Standard B.4.1]
2. Identify to begin and grow into self-reflection and its contribution to professional identity development. [Standard B 4.1]
3. Become familiar with OT’s roles and responsibilities in Inter-Professional Education (IPE) and Inter-Professional Collaborative Practice (IPCP). [Standard B. 4.23]
4. Address the roles and responsibilities of an occupational therapist in the context of communication: verbal and written within the OT community and in the framework of inter-professional teamwork. {Standard B 4.1, B 4.23]
5. Demonstrate knowledge and understanding of the occupational therapist’s needs for achievement of effective communication with patients/clients, families, communities and members of the inter-professional team in a responsible manner that supports you as a professional and your support as a team member. [Standard B 4.23]

**EVALUATION METHODS:**

Assignment	Percentage	Due Date
Five written homework assignments	25%	TBA
Mid-term	20%	Week 7
Team Case study presentation in-class with corresponding written report	25%	TBA
In-class participation	10%	Week 1-14
Written Final	20%	Week 14-15
Total	100%	End of 15 Week session

**GRADING POLICY:**

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

Letter Grade	Course Grade
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	< 73

## REQUIRED READING MATERIALS:

Slusser, M.M., Garcia, L. I., Reed, C-R., McGinnis, P. E. (2019) *Foundation of Interprofessional Collaborative Practice in Health Care*. St. Louis: Elsevier.

Assigned scholarly articles

## STYLE MANUAL:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington DC

## WRITING RESOURCE:

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## FOR STUDENTS EXPERIENCING DIFFICULTIES:

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**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

**OCT 621 – Professional Reasoning, I: Critical Inquiry and Decision Making**

**COURSE SYLLABUS**

14-Week Session

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<b>CREDIT HOURS:</b>	One (1) credit
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Spring Semester, First Year
<b>TIME/LOCATION:</b>	14 Weeks didactic seminar
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 14-Week Courses: 1-credit course notes:**

This course is a 1-credit course, which means that students are expected to do at least 3 hours of course-related work each week outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

**COURSE DESCRIPTION:**

This is the first of 4 professional reasoning courses that interlace the curriculum to enrich problem solving and to form the basis of achieving reasoned decision making. The experiences in the coursework in the first year of the curriculum will serve as the basis of knowledge and observation to enrich the development of clinical decision making

**TEACHING STRATEGIES:**

Power-point slides, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged in the classroom discussion sections. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

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**COURSE OBJECTIVES:**

**[presented with corresponding ACOTE Standard] to illustrate what the students will achieve by the end of the semester from this course:**

COURSE OBJECTIVES: Upon completion of this course, the student will be able to begin to address Standard B 4.2]:

1. Use the first year of the curriculum to address how it has begun to impact your thinking on how to think. [Standard B.4.2]
2. Begin the process of developing critical inquiry about what you have learned or are learning in the curriculum to pose thoughtful questions.
3. Begin to develop clinical and professional thinking and reasoning.

**EVALUATION METHODS:**

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
Verbal Presentation of single page written (submitted) assignments	50%	TBA
In-class active engagement/participation	25%	Week 1-14
Written paper addressing a level of inquiry with rationale	25%	TBA
Total	100%	End of 15 Week session

**GRADING POLICY:**

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

<b>Letter Grade</b>	<b>Course Grade</b>
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	<

#### REQUIRED READING MATERIALS:

Schell, B. A. B. and Schell J.W. (2017) *Clinical and Professional Reasoning in Occupational Therapy* (2<sup>nd</sup> Ed.). Baltimore: Wolters Kluwer/Lippincott Williams and Wilkins  
Assigned scholarly articles

#### RECOMMENDED READINGS

Schell, B.A.B., Gillen, G. & Scaffa, M.E.(Eds.) (2013): *Willard & Spackman's Occupational Therapy* (12<sup>th</sup> ed.) Philadelphia: Lippincott Williams& Wilkins

#### STYLE MANUAL:

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#### WRITING RESOURCE:

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**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

**OCT 623 – Professional Reasoning, II: Measurement Theory and Application**

**COURSE SYLLABUS**

**14-Week Session**

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<b>CREDIT HOURS:</b>	One (1) credit
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Fall Semester, Second Year
<b>TIME/LOCATION:</b>	14 Weeks didactic seminar
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 14-Week Courses: *1-credit course notes:***

This course is a 1-credit course, which means that students are expected to do at least 3 hours of course-related work each week outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

**COURSE DESCRIPTION:**

This second professional reasoning seminar focuses on how tests and measures, including but not limited to the assessment, intervention, and the documentation process are decided. Students will apply professional reasoning to identifying suited tests to address professional inquiry and to begin to develop the needed broad framework for assessment in areas of rehabilitation and participation. Discussion will address test reliability, validity and clinical utility along with the opportunity to enhance practical skills in selected test administration, scoring and developing reasoned interpretation of findings.

**TEACHING STRATEGIES:**

Power-point slides, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged in the classroom discussion sections. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

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**COURSE OBJECTIVES:**

**[presented with corresponding ACOTE Standard] to illustrate what the students will achieve by the end of the semester from this course:**

COURSE OBJECTIVES: Upon completion of this course, the student will be able to begin to address Standard B 4.2]:

1. Review the standardized and non-standardized assessments for evaluating occupational performance for their effectiveness in validity and capacity to address occupational therapy's domain of practice. [Standard B 2.1, B 4.4, B 4.5]
2. Demonstrate an understanding of psychometrics in order to appropriately interpret results of criterion-referenced and norm-referenced standardized assessment tools. [Standard B 4.7, B 4.8]
3. Demonstrate clinical reasoning to evaluate, analyze, diagnose, and select occupational therapy interventions to address client factors, performance patterns, and performance skills. [Standard 4.2]

**EVALUATION METHODS:**

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
Verbal Presentation of single page written (submitted) assignments	50%	TBA
In-class active engagement/participation	25%	Week 1-14
Written paper addressing assessment of utility, reliability and validity of a selected OT standardized or non-standardized instrument with rationale	25%	TBA
Total	100%	End of 15 Week session

**GRADING POLICY:**

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

<b>Letter Grade</b>	<b>Course Grade</b>
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	<

#### REQUIRED READING MATERIALS:

Schell, B. A. B. and Schell J.W. (2017) *Clinical and Professional Reasoning in Occupational Therapy* (2<sup>nd</sup> Ed.). Baltimore: Wolters Kluwer/Lippincott Williams and Wilkins  
Assigned scholarly articles

#### RECOMMENDED READINGS

Schell, B.A.B., Gillen, G. & Scaffa, M.E.(Eds.) (2013): *Willard & Spackman's Occupational Therapy* (12th ed.) Philadelphia: Lippincott Williams& Wilkins

#### STYLE MANUAL:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington DC

#### WRITING RESOURCE:

Harris, R. A. (2011). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (3<sup>rd</sup> ed.). Glendale, CA: Pyczak Publishing. ISBN: 9781884585937

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#### ACADEMIC INTEGRITY:

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#### FOR STUDENTS EXPERIENCING DIFFICULTIES:

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be largely related to your course work; if so, I invite you to speak with me (or your other professors) directly. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance, and may require additional professional

support. Binghamton University provides a variety of support resources: the Dean of Students Office and University Counseling Center offer coaching on ways to reduce the impact to your grades. Both of these resources can help you manage personal challenges that impact your well-being or ability to thrive at Binghamton University. Accessing them, especially early on, as symptoms develop, can help support your academic success as a University student.

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- Dean of Students Office: 607-777-2804
- Decker Student Health Services Center: 607-777-2221
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- University Counseling Center: 607-777-2772
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**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

**OCT 600 – Theoretical and Conceptual Foundation of Occupational Therapy Practice  
COURSE SYLLABUS**

14-Week Session

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<b>CREDIT HOURS:</b>	Three (3) credits
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Fall Semester, First Year
<b>TIME/LOCATION:</b>	14 Weeks didactic lecture/discussion/clinic site visits
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 14-Week Courses: *3-credit course notes:***

This course is a 3-credit course, which means that students are expected to do at least 9.5 hours of course-related work each week outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

**COURSE DESCRIPTION:**

This course provides an orientation to the Occupational Therapy Profession, AOTA's Centennial Vision, and the Occupational Therapy Practice Framework –Domain and Process (OTPF) for the study of occupational therapy and occupational science and the history, philosophy, and science of the occupational therapy profession. The course will examine the occupational therapy guidelines of practice, frames of reference, and conceptual models for practice. To enhance the appreciation of the roles and functions of the occupational therapist, the meaning of occupation and the occupational therapy process, this course requires four ½ day visits to OT practice sites

**TEACHING STRATEGIES:**

Power-point slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged in the classroom discussion sections. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

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**COURSE OBJECTIVES:**

**[presented with corresponding ACOTE Standard] to illustrate what the students will achieve by the end of the semester from this course:**

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

1. Describe how the history and development of the Occupational Therapy profession shape the current professional standing and practices. [Standard B 2.1, B 2.2, B 3.4]
2. Describe the philosophical bases of occupational therapy and how their evolution over the years underpins practice. [Standard B 2.1, B 2.2, B 3.1, B 3.2]
3. Explain how history and philosophical based of the profession of occupational therapy and its importance in meeting society's current and future occupational needs. [Standard B 2.1, B 3.1, B 3.2, B 3.3, B 3.4]
4. Describe and articulate the unique nature of occupation and its value as viewed by the profession of occupational therapy in terms of areas of occupation, performance skills, performance pattern, activity demands, contexts, and client factors as described in Occupational Therapy Practice Framework - Domain and Process (OTPF, 4<sup>th</sup> ed. 2020 (draft)). [Standard B 2.2, B.3.3, B 3.4]
5. Demonstrate knowledge and appreciation of the role of social, cultural, political, and economic diversity factors, as well as ethical and lifestyle choices in contemporary society, how they influence human occupations, and the responsibilities of practitioners in response to these factors. [Standard B 1.2, B 1.3, B 2.1, B 2.2, B 3.1]
6. Identify and explain the occupational therapeutic processes and the various roles of an occupational therapist. [ Standard B 1.2, B 1.3, B 2.1, B 2.2, B 3.1, B 5.1, B 5.2, B 5.8]
7. Recognize the various occupational therapy practice settings, trends, and levels of practitioners. [Standard B 1.4, B 1.5, B 2.2, B 3.1, B 3.2, B 3.3, B 3.4, B 4.25, B 5.1, B 5.2, B 7.5]
8. Describe, discuss, and examine the role of occupation in promotion of health, and prevention of disease and disability through the balancing areas of occupations. [Standard B 1.2, B 1.3, B 2.1, B 2.2, B 5.1, B 5.2]
9. Identify, justify, and differentiate the professional roles as well as the requirements for national credentialing and state licensure between the registered occupational therapist (OTR) and the certified occupational therapy assistant (COTA), and strategies to achieve effective, competency-based, legal and ethical supervision of OT and non-OT personnel. [Standard B 4.24, B 5.8, B 7.1]
10. Demonstrate knowledge and understanding of the use of AOTA official documents, such as Code of Ethics and Standard of Practice to guide practice. [Standard B 1.3, B 2.1, B 5.1, B 6.5, B 7.1]

**EVALUATION METHODS:**

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
Report for each of the four site visits relating the observations to the OT Practice Framework (2020, draft)	40%	Week following each site visit
Mid-term	25%	Week 7
In-class participation	10%	Week 1-14
Written Final	25%	Week 14-15
Total	100%	End of 15 Week session

**GRADING POLICY:**

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

<b>Letter Grade</b>	<b>Course Grade</b>
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	< 73

**REQUIRED READING MATERIALS:**

Schell, B.A.B., Gillen, G. & Scaffa, M.E.(Eds.) (2013): Willard & Spackman's Occupational Therapy (12th ed.) Philadelphia: Lippincott Williams& Wilkins

Student membership in AOTA for access to Professional documents including: Code of Ethics, OT Practice Framework (2020), Standards of Practice, The Philosophical Base of Occupational Therapy

Assigned scholarly articles

**STYLE MANUAL:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington DC

**WRITING RESOURCE:**

Harris, R. A. (2011). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (3<sup>rd</sup> ed.). Glendale, CA: Pyczak Publishing. ISBN: 9781884585937

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  - Deborah Yarett Slater [Reference guide to the occupational therapy code of ethics & ethics standards](#). 2016, American Occupational Therapy Association
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  - Decker Student Health Services Center: 607-777-2221
  - University Police: On campus emergency, 911
  - University Counseling Center: 607-777-2772
  - Interpersonal Violence Prevention: 607-777-3062
  - Harpur Advising: 607-777-6305
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**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

**OCT 605 – Neuroscience of Behavior  
COURSE SYLLABUS**

14-Week Session

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<b>CREDIT HOURS:</b>	Three (3) credits
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Spring Semester, First Year
<b>TIME/LOCATION:</b>	14 Weeks didactic lecture/discussion/
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 14-Week Courses: *3-credit course notes:***

This course is a 3-credit course, which means that students are expected to do at least 9.5 hours of course-related work each week outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

**COURSE DESCRIPTION:**

This course examines the functional performance of all aspects of the human nervous system. Specific congenital and acquired nervous system conditions will be introduced and their impact on health and wellness, learning, behavior, and adaptation across the lifespan to complete occupational performance components in environmental contexts will be reviewed and analyzed.

**TEACHING STRATEGIES:**

Power-point slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged in the classroom discussion sections. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

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**COURSE OBJECTIVES:**

**[presented with corresponding ACOTE Standard to illustrate what the students will achieve by the end of the semester from this course:**

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

1. Describe the structure and normal function of the nervous system. [Standard B 1.1]
2. Describe the cellular anatomy and principles of neurophysiology pertinent to a variety of systems, including the somatosensory, autonomic, motor, emotional, and cognitive systems. [Standard B 1.1]
3. Demonstrate an understanding of the development and plasticity of the nervous system across the life span.[Standard B 1.1]
4. Describe the consequences of injury and disease to various components of the nervous system and their impact on daily occupations. [Standard B 1.1, B 4.2]
5. Describe the relationship of neurological systems to human behavior by using evaluation tools and interpreting the findings based on neuroscience to develop occupation-based intervention plans and strategies. [Standard B 1.1, B 4.3]
6. Design development, remediation and compensation for physical, mental, cognitive, perceptual, neuromuscular, behavior skills and sensory functions for neurologically mediated physical change. [Standard B 4.3]
7. Develop and implement intervention strategies for cognitive, perceptual, and behavioral deficits that affect occupational performance informed my neuroscience. [Standard B 4.3]
8. Demonstrate a basic ability to research, evaluate and integrate scientific information about neuroscience with material learned in class. [Standard B 6.1]

**EVALUATION METHODS:**

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
Multiple choice tests	60%	TBA
Essay about new and existing Neuroscience research finding	20%	Week 7
Group clinical application essay	20%	Week 14-15
Total	100%	End of 15 Week session

### GRADING POLICY:

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

Letter Grade	Course Grade
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	< 73

### REQUIRED READING MATERIALS:

Kandel, R. E., Schwartz, J H,(Eds) (2013). *Principles of Neural Science* (5<sup>th</sup> edition) McGraw Hill  
Education/Medical  
Assigned scholarly articles

### STYLE MANUAL:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington DC

### WRITING RESOURCE:

Harris, R. A. (2011). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (3<sup>rd</sup> ed.). Glendale, CA: Pyczak Publishing. ISBN: 9781884585937

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- Deborah Yarett Slater [Reference guide to the occupational therapy code of ethics & ethics standards](#). 2016, American Occupational Therapy Association

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**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

**OCT 606 – Learning and Behavioral Change**  
**COURSE SYLLABUS**

14-Week Session

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<b>CREDIT HOURS:</b>	Three (3) credits
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Spring Semester, First Year
<b>TIME/LOCATION:</b>	14 Weeks didactic lecture/discussion/
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 14-Week Courses: *3-credit course notes:***

This course is a 3-credit course, which means that students are expected to do at least 9.5 hours of course-related work each week outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

**COURSE DESCRIPTION:**

This course examines interdisciplinary theories of learning and behavioral change that underlie current OT theories and practice, including foundational knowledge underlying occupational therapy theories, frames of reference and conceptual practice models and frameworks in a variety of contexts. Students will critique and discuss many of the theoretical perspectives commonly used in occupational therapy practice to effect learning and behavioral change. This course also provides students with an opportunity to apply theoretical perspectives to occupational therapy intervention, compare and contrast theoretical perspectives, and make informed decisions about which perspectives best meet the needs of individuals and cohort who the profession serves and will serve in the profession's emerging practice domains.

**TEACHING STRATEGIES:**

Power-point slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged in the classroom discussion sections. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

**COURSE OBJECTIVES:**

**[presented with corresponding ACOTE Standard to illustrate what the students will achieve by the end of the semester from this course:**

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

1. Understand the core constructs that occupational therapy theories of learning and behavioral change address and how they are described. [Standard B 2.1]
2. Analyze, synthesize and apply theories that underlie the practice of occupational therapy in health literacy and behavioral change.[Standard B 2.1, B 4.21]
3. Use theories, practice models, and frames of reference to guide and inform intervention to effect learning and behavioral change and evaluate and interpret the data and relevant findings in relation to accepted terminology of the profession of occupational therapy and its relevant theoretical framework. [Standard B 4.3]
4. Demonstrate an understanding of health literacy and the ability to educate and to train the client, caregiver, family and significant others, and communities to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion and safety informed by occupational therapy practice framework and theoretically based practice models and frames of reference. [Standard B.2.1, B.3.2, B.3.4, B.4.21]
5. Apply the principles of teaching-learning process using educational methods to design theoretically informed experiences to address the behavioral change needs of the client, family and significant others, colleagues, other health professionals, and the public to achieve meaningful occupational outcomes and to ensure accountability for standards of care. [Standard B 2.1, B 1.3, B 3.4, B 4.21]

**EVALUATION METHODS:**

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
Presentation to small group on Practice Framework as it relates to learning and behavioral change	10%	TBA
Mid-term	25%	Week 7
Two case analyses presented with corresponding written document	40%	TBA
Final exam	25%	Week 14-15
Total	100%	End of 15 Week session

**GRADING POLICY:**

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

<b>Letter Grade</b>	<b>Course Grade</b>
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	< 73

**REQUIRED READING MATERIALS:**

Schell BAB, and Gillen, G, (Eds.) (2018): Willard and Spackman’s Occupational Therapy (13th ed.) Philadelphia: Wolters Kluwer Health

Taylor, R.R. (2020). The Intentional Relationship: Occupational Therapy and Use of Self.. FA Davis.

Assigned scholarly articles

**STYLE MANUAL:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington DC

**WRITING RESOURCE:**

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**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

**OCT 610 – Mental Health Intervention  
COURSE SYLLABUS**

14-Week Session

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<b>CREDIT HOURS:</b>	Four (4) credits
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Spring Semester, First Year
<b>TIME/LOCATION:</b>	14 Weeks didactic lecture/seminar/laboratory
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 14-Week Courses: 4-credit course notes:**

This course is a 4-credit course, which means that students are expected to do at least 12.5 hours of course-related work each week outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

**COURSE DESCRIPTION:**

This course provides in depth study of the occupational therapy process for clients across the lifespan with psychosocial and/or cognitive dysfunction. Theories, principles assessments, and interventions focus on performance of activities and routines in daily life tasks and participation in society. Psychiatric diagnoses that are highly prevalent in children, adolescents, emerging adults, adults and older adults who can benefit from occupational therapy services are defined and described. Etiology, signs, symptoms, clinical course, psychiatric management, morbidity and prognosis for benefit in corresponding occupational therapy intervention are reviewed. The influence of psychiatric pathology on day to day life tasks and routines, and engagement in societal participation are examined. Clinical reasoning skills for making diagnostic judgments and planning for occupational therapy interventions for clients with psychosocial and/or cognitive dysfunction are studied in-depth. The course focuses on critical thinking for the design and implementation of occupational therapy assessments and interventions for prevention, adaptation and compensation to restore and sustain health and wellness across the lifespan in a wide variety of contexts in the community.

## TEACHING STRATEGIES:

Power-point slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged in the classroom discussion sections. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

## COURSE OBJECTIVES:

**[presented with corresponding ACOTE Standard to illustrate what the students will achieve by the end of the semester from this course:**

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

1. Apply the occupational therapy models of practice that are relevant to psychosocial/cognitive intervention for individuals who have expressed dysfunction. [Standard BB1.1, B 1.2, B 1.3, B, 2.1]
2. Understand the related bodies of knowledge that influence psychosocial practice in Occupational Therapy. [Standard B 2.1, B 4.5]
3. Identify the psychosocial and cognitive processes that affect occupational functioning to evaluate occupational performance in ADLs and IADLs, education, work, play, rest, sleep, leisure and social participation and to design effective and reasoned interventions. [Standard B 4.2, B 4.3, B 4.4, B.4.8, B 4.18]
4. Design and examine interventions to improve functional performance for those individuals with psychosocial or cognitive problems across the lifespan based on task analysis of occupation, performance patterns, activity demands, contexts and client factors within the domain of concern of occupational therapy practice models and evidence based practice. [Standard B1.1, B 2.1, B 3.1, B 3.4, B 3.5, B 4.3, B 4.4, B 5.1]
5. Appreciate how theory and clinical reasoning interact to inform diagnostic judgments and planning for occupational therapy interventions for individuals who express psychosocial and/or cognitive dysfunction. [Standard B 2.1, B 3.1, B 3.2, B 3.4, B 4.4, B 4.5, B 4.6, B.5.1, B.6.1]
6. Demonstrate the ability to use statistics to interpret the results of the evaluation instruments for the purpose of delivering evidence based practice and assessing the outcomes of the delivery models on the achievement of health promotion and disease prevention. [Standard B.3.4, B 4.3, B 4.5]
7. Apply the concepts of grading and adapting to client centered occupational therapy interventions, including those involving the environmental context. [Standard B 4.18]
8. Implement strategies for supervision and collaboration with occupational therapy assistants and other professionals within rehabilitation settings. [Standard B 4.24, B 4.25]
9. Monitor client progress, including the systematic collection and analysis of data, in order to determine need for reassessment and subsequent continuation and/or modification of the intervention plan. [Standard B 4.22]
10. Plan for discharge and termination of occupational therapy services based on client needs and resources, and in collaboration with the client, caregiver and team. [Standard B 4.28]

11. Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports team approach to the promotion of health and wellness. [Standard B 4.23]

**EVALUATION METHODS:**

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
Mid-Term	25%	Week 7
Two clinical based intervention case study papers informed by theory and evidence	30%	TBA
Class/lab participation	20%	Week 1- Week 14
Final Exam	25%	Week 14-15
Total	100%	End of 15 Week session

**GRADING POLICY:**

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

<b>Letter Grade</b>	<b>Course Grade</b>
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	< 73

**REQUIRED READING MATERIALS:**

Creek, J. and Lougher, L. (2014) Occupational Therapy and Mental Health (5<sup>th</sup> Ed.). Philadelphia: Elsevier Health Sciences

Assigned scholarly articles

**STYLE MANUAL:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington DC

**WRITING RESOURCE:**

Harris, R. A. (2011). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (3<sup>rd</sup> ed.). Glendale, CA: Pyczak Publishing. ISBN: 9781884585937

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### ACADEMIC INTEGRITY:

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  - Deborah Yarett Slater [Reference guide to the occupational therapy code of ethics & ethics standards](#). 2016, American Occupational Therapy Association
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### FOR STUDENTS EXPERIENCING DIFFICULTIES:

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- Dean of Students Office: 607-777-2804
  - Decker Student Health Services Center: 607-777-2221
  - University Police: On campus emergency, 911
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  - Interpersonal Violence Prevention: 607-777-3062
  - Harpur Advising: 607-777-6305
  - Office of International Student & Scholar Services: 607-777-2510
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**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

OCT 606 – Group Process and Intentional Relationship in the Practice of Occupational Therapy  
COURSE SYLLABUS

14-Week Session

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<b>CREDIT HOURS:</b>	Three (3) credits
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Summer Semester, Second Year
<b>TIME/LOCATION:</b>	14 Weeks didactic lecture/discussion/laboratory
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 14-Week Courses: 3-credit course notes:**

This course is a 3-credit course, which means that students are expected to do at least 9.5 hours of course-related work each week outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

**COURSE DESCRIPTION:**

This course emphasizes the development of foundational skills in therapeutic use of self, intentional relationship and forms of therapeutic reasoning for the delivery of occupational therapy practice models for prevention and health and wellness in a wide variety of contexts and practice arenas, including emerging practice arenas. Foundational knowledge and skills are developed so students will be able to form therapeutic relationships and participate as effective group members to plan and to lead group activities in appropriate contexts of practice in both physical and mental health settings across the lifespan. Content will include principles of group dynamics, models of group development, principles of group leadership, processes involved in planning and implementing groups to allow the student to recognize how the different approaches allow the therapist to become a therapeutic agent of change and to understand that the therapeutic approaches selected may be a product of the model of therapy employed for the delivery of occupational therapy practice.

**TEACHING STRATEGIES:**

Power-point slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged in the classroom discussion sections. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

**COURSE OBJECTIVES:**

**[presented with corresponding ACOTE Standard to illustrate what the students will achieve by the end of the semester from this course:**

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

1. Understand the theoretical foundation and guidelines of OT practice for the development of therapeutic use of self that adheres to OT values, ethics and professional behavior constructs. [Standard B 1.2, B 2.1, B 3.1]
2. Design and implement group interventions based on principles of group development and group dynamics across the lifespan using appropriate procedures and protocols when administering assessments to evaluate and monitor the occupational achievement of the individual in the group. [Standard B 4.1, B 4.5, B 4.21]
3. Demonstrate therapeutic use of self, including one's personality, insights, perceptions and judgments as part of the therapeutic process in both individual and group interaction. [Standard B 4.1, B.4. 21]
4. Understand the interaction between the patient's response and the therapist's approach to recognize how the different approaches allow the therapist to become a therapeutic agent of change; understand that the therapeutic approaches selected may be a product of the model of therapy employed; and to begin to develop skills in using "self" to handle aggression, confusion, reluctance, paranoia and a number of other patient/client behaviors that impede engagement in occupational tasks.[Standard B 4. 1, B 4.6, B 4.9, B 4.21]
5. Identify occupational needs through effective communication with the patients/clients in the group, family members, communities, and members of the Interprofessional team. [Standard 4.23]
6. Demonstrate and identify techniques and skills if supervision and collaboration with occupational therapy assistants. [Standard 4.2.4]
7. Define, critique the effectiveness of group dynamics and aspects of group process in occupational therapy for leadership roles and styles; effective and ineffective membership roles; and developmental level of groups and how group process can be impacted by group size, process of selection and dynamics. [Standard B 4.2.5, B.5.1]

**EVALUATION METHODS:**

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
Mid-term	25%	Week 7
Two case example papers: critical analyses presented with corresponding written document on therapeutic relationship	40%	TBA
Active engagement in discussion /laboratory section	10%	Weeks 1-14
Final exam	25%	Week 14-15
Total	100%	End of 15 Week session

**GRADING POLICY:**

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

<b>Letter Grade</b>	<b>Course Grade</b>
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	< 73

**REQUIRED READING MATERIALS:**

Cole, M. B. (2012) *Group Dynamics in Occupational Therapy: The theoretical basis and practice acquiring group skills and application of group intervention* (4<sup>th</sup> edition). Slack  
Schell, B.A.B., and Gillen, G, (Eds.) (2018): *Willard and Spackman’s Occupational Therapy* (13<sup>th</sup> ed.) Philadelphia: Wolters Kluwer Health  
Taylor, R.R. (2020). *The Intentional Relationship: Occupational Therapy and Use of Self.* FA Davis.  
Assigned scholarly articles

**STYLE MANUAL:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington DC

**WRITING RESOURCE:**

Harris, R. A. (2011). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (3<sup>rd</sup> ed.). Glendale, CA: Pyczak Publishing. ISBN: 9781884585937

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**ACADEMIC INTEGRITY:**

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Bulletin and the Graduate School Manual for policies and procedures related to categories of violations and enforcement procedures.

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  - Academic Honesty: [The Graduate School Manual](#)
  - Deborah Yarett Slater [Reference guide to the occupational therapy code of ethics & ethics standards](#). 2016, American Occupational Therapy Association
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- Dean of Students Office: 607-777-2804
  - Decker Student Health Services Center: 607-777-2221
  - University Police: On campus emergency, 911
  - University Counseling Center: 607-777-2772
  - Interpersonal Violence Prevention: 607-777-3062
  - Harpur Advising: 607-777-6305
  - Office of International Student & Scholar Services: 607-777-2510
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#### LIBRARY RESOURCES:

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**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

**OCT 622 – Fieldwork Level I Experience A & Seminar Part A  
COURSE SYLLABUS**

14-Week Session

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<b>CREDIT HOURS:</b>	Two (2) credits
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Summer Semester, Second Year
<b>TIME/LOCATION:</b>	14 Weeks Level 1 Fieldwork and weekly seminar
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 14-Week Courses: *3-credit course notes:***

This course is a 2-credit course, which means that students are expected to do at least 6.5 hours of course-related work each week outside of class hours during the 14-week session. This includes actively participating in a one-day/week assigned Level 1 placement in addition to completing assigned readings, preparing written assignments, and other course-related tasks.

**COURSE DESCRIPTION:**

This course emphasizes the development of foundational skills in therapeutic use of self, intentional relationship and forms of therapeutic reasoning for the delivery of occupational therapy practice models for prevention and health and wellness in a wide variety of contexts and practice arenas, including emerging practice arenas. Foundational knowledge and skills are developed so students will be able to form therapeutic relationships and participate as effective group members to plan and to lead group activities in appropriate contexts of practice in both physical and mental health settings across the lifespan. Content will include principles of group dynamics, models of group development, principles of group leadership, processes involved in planning and implementing groups to allow the student to recognize how the different approaches allow the therapist to become a therapeutic agent of change and to understand that the therapeutic approaches selected may be a product of the model of therapy employed for the delivery of occupational therapy practice.

**TEACHING STRATEGIES:**

Power-point slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged in the classroom discussion sections. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

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**COURSE OBJECTIVE:**

**[presented with corresponding ACOTE Standard to illustrate what the students will achieve by the end of the semester.]**

Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The experience provides the student with the opportunity to carry out professional responsibilities under supervision and for professional role modeling. The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients. Weekly participation in the seminar provides for the problem-based learning context for the development of skilled observation and the formation of clinical reasoning and to further enhance the translation of learning between the classroom and the clinic. [Standard C 1.0 Fieldwork Education]:

**EVALUATION METHODS:**

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
Evaluation of Fieldwork	60%	Week 14
Completion of five SOAP Notes	20%	TBA
Presentation of a Case Study (pairs)	20%	TBA
Total	100%	End of 15 Week session

### GRADING POLICY:

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Letter Grade	Course Grade
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	< 73

### REQUIRED READING MATERIALS:

Sames, K. (2015). *Documenting Occupational Therapy Practice* (3rd Ed). Boston: Pearson.  
Assigned scholarly articles

### STYLE MANUAL:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington DC

### WRITING RESOURCE:

Harris, R. A. (2011). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (3<sup>rd</sup> ed.). Glendale, CA: Pyczak Publishing. ISBN: 9781884585937

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  - Academic Honesty: [The Graduate School Manual](#)
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**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

**OCT 630 – Theories of Inquiry & Research Methodology in Translational Science**  
**COURSE SYLLABUS**

14-Week Session

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<b>CREDIT HOURS:</b>	Three (3) credits
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Summer Semester, Second Year
<b>TIME/LOCATION:</b>	14 Weeks didactic lecture/discussion
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 14-Week Courses: *3-credit course notes:***

This course is a 3-credit course, which means that students are expected to do at least 9.5 hours of course-related work each week outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

**COURSE DESCRIPTION:**

This course provides an introduction to methods of scientific inquiry for the occupational therapist who will be engaged in translational science. The course attends to how scholarly activities are inspired and then used to contribute to the development and the refinement of the body of knowledge relevant to the OT profession. It includes specific attention to qualitative and quantitative research study design, variable definition, data collection, analysis and interpretation for occupational therapy practice. The course emphasizes the development of skills to formulate clinically based research questions using the Patient/Population Intervention Comparison Outcomes (PICO) model and the formation of proposal development for research study, program and grant development.

**TEACHING STRATEGIES:**

Power-point slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged in the classroom discussion sections. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

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**COURSE OBJECTIVES:**

**[presented with corresponding ACOTE Standard to illustrate what the students will achieve by the end of the semester from this course:**

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

1. Use logical thinking, critical analysis, and problem solving to interpret and to apply published research findings to formulate clinically based research questions within the translational research methodology. [Standard B 6.1, B 6.2]
2. Become familiar with translational research process of applying knowledge from basic biology and clinical trials to techniques and tools that address critical care needs that is designed to improve health outcomes.[Standard B 6. 1]
3. Become familiar with the stages and the requirements, and use of research designs: descriptive, correlational and experimental in occupational therapy to analyze and synthesize qualitative and quantitative data. [Standard B 6.1, B 6 2]
4. Develop the ability to select statistical test and measures to correspond with the research questions or problems and to fit with the level of inquiry in the research design. [Standard B 6.1, B 6.2]
5. Learn how to become aware of and what measures are used to address the implications and effects of federal and state regulatory and legislative bodies in conducting occupational therapy research with emphasis on the ethical issues surrounding clinical research.[Standard B 4.29, B 5.1, B 5.5, B 6.5, B 7.1]
6. Develop skills to design evidence based proposals using PICO in order to evaluate the body of knowledge of professional practice, service delivery and/or professional issues that will effect professional development, growth into emerging practice arenas, and to validate practice. {Standard B 3.4. B 6.1, B 6.3, B 7.1, B.7.4}
7. Develop skills to design evidence based proposals in order to evaluate the body of knowledge of professional practice, service delivery and/or professional issues that will effect professional development, growth into emerging practice arenas, and to validate practice. {Standard B 3.1. B 3.4, B 4.29, B 5.1}
8. Develop skills to design evidence based proposals in order to evaluate the body of knowledge of professional practice, service delivery and/or professional issues that will effect professional development, growth into emerging practice arenas, and to validate practice. {Standard B 2.1. B 3.14, B 4.29, B 5.1}
9. Demonstrate an understanding of the process of locating and securing grants to answer proposals to serve as a fiscal resource for scholarly and administrative activities and needs. [Standard B.6.3, B 6.4]

**EVALUATION METHODS:**

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
Critical Appraisal paper of two published study	20%	TBA
Mid-Term	25%	Week 7
Presentation of PICO-in pairs	30%	TBA
Final	25%	Week 14-15
<b>Total</b>	<b>100%</b>	<b>End of 15 Week session</b>

**GRADING POLICY:**

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Letter Grade	Course Grade
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	< 73

**REQUIRED READING MATERIALS:**

DePoy, E. and Gitlin, L.N. (2019). Introduction to research E-book. Understanding and applying multiple strategies, 6th Edition. St. Louis: Mosby  
Assigned scholarly articles

**STYLE MANUAL:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington DC

**WRITING RESOURCE:**

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**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

**OCT 611 – Development: Adulthood and Aging**  
**COURSE SYLLABUS**

14-Week Session

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<b>CREDIT HOURS:</b>	Four (4) credits
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Summer Semester, Second Year
<b>TIME/LOCATION:</b>	14 Weeks didactic lecture/seminar/laboratory
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 14-Week Courses: 4-credit course notes:**

This course is a 4-credit course, which means that students are expected to do at least 12.5 hours of course-related work each week outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

**COURSE DESCRIPTION:**

This course provides an overview of the assessment and intervention roles and responsibilities of occupational therapists working with older people in a variety of settings for the development of prevention, adaptation, and compensation programs to enhance health and wellness. Students examine the influences of physical, social, cognitive, psychological, cultural, and societal functioning on occupational performance. Strategies to address the impact of age-related changes on engagement in activity and participation will be addressed along with how societal ramifications of aging can be influenced.

**TEACHING STRATEGIES:**

Power-point slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged in the classroom and laboratory discussion sections. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

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**COURSE OBJECTIVES:**

**[presented with corresponding ACOTE Standard to illustrate what the students will achieve by the end of the semester from this course:**

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

1. In this course, students analyze issues influencing the life and occupations of older adults. Students will examine individual and population-based occupational therapy interventions. [Standard B 1.1, B 1.3]
2. Identify the roles and responsibilities of occupational therapists and occupational therapy assistants working with older people at home, in the community, and in healthcare environments. [Standard B.1.2, B 3.1, B 4.24]
3. Demonstrate knowledge and appreciation of the sociocultural, socioeconomic and diversity factors and lifestyle of older adults and address the unique needs of this population and the communities in which they live. [Standard B.1.2, B.1.3]
4. Apply theoretical constructs to plan occupation-based interventions associated with sensory, physical, cognitive, psychological, or societal changes in older people to analyze and effect meaningful occupation outcomes and to ensure accountability of service provision that adheres to current health care policy and delivery models. [Standard B.3.1, B 3.4, B.4.5, B.4.10, B.4.29, B.5.1]
5. Use appropriate procedures and protocols when administering and interpreting contextual based assessments of occupational performance, occupational profile, client factors, performance patterns, and performance skills. [Standard B 6.2, B.4.4, B.4. 5]
6. Design interventions for older people that ensure their continued meaningful participation in their community that enhance training of ADL, IADL, health management, home management, community and work integration. [Standard B. 3.4, B 3.5, B 3.6, B 3.7, B 4.3, B 4.4, B 4.9, B 4.11, B 4.13, B 4.14, B 4.22, B 4.23, B 4.25]
7. Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance of ADL and IADLs with the application of occupation based interventions, purposeful activity and social participation. [Standard B 2.1, B 3.2, B 3.4, B 4.3, B 4.9, B. 4.11, B 5.1, B.5.2]
8. Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing biomechanical and cognitive needs of the client , the sociocultural context, and the technological advances. [Standard B 4.18, B 4.22]
9. Provide recommendations and training techniques to enhance safe community mobility, including physical transfers, fall prevention, wheelchair management, and mobility devices.[Standard B.4.11, B 4.13, B 4.15, B 4.27]
10. Design specialized, individualized occupation-based interventions for special populations of older people including, but not limited to, frail, people with lifelong disability, clients in palliative care, and people at the end of their lives. [Standard B 2.1, B.3.2, B 3.4, B 3.5, B.3.6, B 4.3, B 4.4, B 4.9, B.4.10]
11. Identify community resources and policies that influence the quality of life of older people. [Standard B.3.1, B 3.4, B 4.20, B 4.25, B 4.27, B 4.28]
12. Identify and take appropriate action related to situations where elder Implement strategies for supervision and collaboration with occupational therapy assistants and other professionals within rehabilitation settings. [Standard B 4.24, B 4.25]

13. Monitor client progress, including the systematic collection and analysis of data, in order to determine need for reassessment and subsequent continuation and/or modification of the intervention plan. [Standard B 4.22]
14. Plan for discharge and termination of occupational therapy services based on client needs and resources, and in collaboration with the client, caregiver and team. [Standard B 4.28]
15. Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports team approach to the promotion of health and wellness. [Standard B 4.23]
16. Identify and take appropriate action related to situations where elder abuse is observed or suspected abuse is observed or suspected. [Standard B 3.1, B 3.5, B 3.7, B 4.25, B 5.4, B 7.1, B 7.5]

**EVALUATION METHODS:**

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
Mid-Term	25%	Week 7
Paper 1: Design an intervention for a case study and show how it is informed by evidence and theory	20%	TBA
Class/lab participation	10%	Week 1- Week 14
Paper 2: Review an observation or assessment instrument to assess functional performance	20%	TBA
Final Exam	25%	Week 14-15
Total	100%	End of 15 Week session

**GRADING POLICY:**

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

<b>Letter Grade</b>	<b>Course Grade</b>
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	< 73



**REQUIRED READING MATERIALS:**

Bonder, B., & Bello-Haas, V. D. (2018). *Functional performance in older adults* (4<sup>th</sup>.ed.). Philadelphia, PA: FA Davis.

Assigned scholarly articles

**STYLE MANUAL:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington DC

**WRITING RESOURCE:**

Harris, R. A. (2011). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (3<sup>rd</sup> ed.). Glendale, CA: Pyrczak Publishing. ISBN: 9781884585937

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**ACADEMIC INTEGRITY:**

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**FOR STUDENTS EXPERIENCING DIFFICULTIES:**

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- Dean of Students Office: 607-777-2804
- Decker Student Health Services Center: 607-777-2221
- University Police: On campus emergency, 911
- University Counseling Center: 607-777-2772
- Interpersonal Violence Prevention: 607-777-3062
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**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

**OCT 631 – Research Process 1: Foundation & Scholarship Literature**  
**COURSE SYLLABUS**

14-Week Session

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<b>CREDIT HOURS:</b>	Two (2) credits
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Fall Semester, Second Year
<b>TIME/LOCATION:</b>	14 Weeks didactic seminar/discussion
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 14-Week Courses: 2-credit course notes:**

This course is a 2-credit course, which means that students are expected to do at least 6.5 hours of course-related work each week outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

**COURSE DESCRIPTION:**

This seminar is the first of the series of research process series is designed to prepare for the development of the OTD clinical doctorate capstone project. This first seminar focuses on increasing the students' confidence in using research as an integral part of the clinical decision-making processes and for the development of skills required for proposal writing. Clinical decision-making cues evidence from a variety of sources, including scientific literature, data bases, clinical examination, client values and preferences, and the client's current situation, supporting the idea that research is only one of the tools that informs clinical practice. Emphasis is on the development of critical thinking skills to evaluate the research literature, and ways to integrate research into clinical decision making, which involves formulating clear clinical questions, finding the evidence, evaluating the evidence, and applying evidence to a clinical problem.

**TEACHING STRATEGIES:**

Power-point slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged in the seminar/discussion sections. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

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**COURSE OBJECTIVES:**

**[presented with corresponding ACOTE Standard to illustrate what the students will achieve by the end of the semester from this course:**

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

1. Effectively locate, understand, critique, and evaluate information, including the quality of evidence for the practice of occupational therapy. [Standard B.4.5, B.6.1, B 6.2]
2. Use logical thinking, critical analysis, and problem solving to Interpret and to apply published research findings to formulate clinically based research questions within the translational research methodology. [Standard B 6.1, B 6.2]
3. Use scholarly literature to make evidence-based decisions. [Standard B 6.1]
4. Write clear, researchable clinical questions that are informed theoretically and by evidence from the literature. [Standard B 6.1, B 6.3]

**EVALUATION METHODS:**

Assignment	Percentage	Due Date
Critical Appraisal of four published study relevant to proposed question development	40%	TBA
Presentation of research question for Capstone Project	30%	TBA
Class Participation	30%	Week 1 to 14-15
Total	100%	End of 15 Week session

**GRADING POLICY:**

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

Letter Grade	Course Grade
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	< 73

#### REQUIRED READING MATERIALS:

Deluliis, E. & Bednarski, J. (2019). *The entry Level Occupational Therapy Doctoral Capstone: A framework for the experience and project*. Thorofare, NJ: Slack, Inc

DePoy, E. and Gitlin, L.N. (2019). *Introduction to research E-book. Understanding and applying multiple strategies*, 6th Edition. St. Louis: Mosby

Assigned scholarly articles

#### STYLE MANUAL:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington DC

#### WRITING RESOURCE:

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**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

**OCT 612 – Physical Rehabilitation: Orthopedics**  
**COURSE SYLLABUS**

14-Week Session

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<b>CREDIT HOURS:</b>	Four (4) credits
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Fall Semester, Second Year
<b>TIME/LOCATION:</b>	14 Weeks didactic lecture/seminar/laboratory
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 14-Week Courses: 4-credit course notes:**

This course is a 4-credit course, which means that students are expected to do at least 12.5 hours of course-related work each week outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

**COURSE DESCRIPTION:**

This course focuses on the biomechanical and rehabilitative approaches to assessment and intervention for traumatic and non-traumatic injuries and diseases that affect the skeletal and peripheral systems in individuals across the lifespan. Using the International Classification of Functioning Disability and Health (ICF) as an overarching framework, the student will learn how the assessments covered will yield information about the client's occupation across the levels of function that impact activity and participation. The student will learn to design occupation-based assessments and interventions for prevention, adaptation, and compensation; and to develop therapeutic skills to implement and to monitor change. The laboratory component of the course will focus on the designing and fabrication of orthotic devices to support healing and to allow for day to day engagement in occupation.

**TEACHING STRATEGIES:**

Power-point slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged in the classroom and laboratory discussion sections. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

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**COURSE OBJECTIVES:**

**[presented with corresponding ACOTE Standard to illustrate what the students will achieve by the end of the semester from this course:**

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

1. Apply occupational therapy models of practice and/or theoretical frameworks to the selection of appropriate standardized and/or non-standardized assessments for evaluating occupational performance and creating intervention plans that address occupational therapy's domain of practice (i.e. ADL, IADL, work, rest/sleep, etc.) [Standard B 2.1, B 4.4, B 4.5]
2. Demonstrate an understanding of psychometrics in order to appropriately interpret results of criterion-referenced and norm-referenced standardized assessment tools. [Standard B 4.7, B 4.8]
3. Select and provide appropriate occupation-based and evidence-based interventions, purposeful activities and preparatory methods that support remediation and/or compensation within occupational therapy's domain of practice and/or client safety. [Standard B 4.9, B 4.10]
4. Provide intervention using orthotic devices, including fabricating and fitting clients for orthotics (manually or use of the 3D technology, and training clients to use and maintain orthotic and prosthetic devices for improved occupational performance. [Standard B 4.12]
5. Demonstrate understanding of the evidence, rationale, principles, trajectory of recovery and safety concerns for use of superficial thermal and mechanical modalities, and deep thermal and electrotherapeutic modalities as preparatory to occupation-based and purposeful activity interventions. [Standard B 4.17]
6. Apply the concepts of grading and adapting to client centered occupational therapy interventions, including those involving the environmental context. [Standard B 4.18]
7. Implement strategies for supervision and collaboration with occupational therapy assistants and other professionals within rehabilitation settings and as practiced in the SIM laboratory. [Standard B 4.24, B 4.25]
8. Monitor client progress, including the systematic collection and analysis of data, in order to determine need for reassessment and subsequent continuation and/or modification of the intervention plan. [Standard B 4.22]
9. Plan for discharge and termination of occupational therapy services based on client needs and resources, and in collaboration with the client, caregiver and team. [Standard B 4.28]
10. Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports team approach to the promotion of health and wellness. [Standard B 4.23]



**EVALUATION METHODS:**

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
Mid-Term	20%	Week 7
Paper 1: To address activity analysis for intervention plan and progression in case study	20%	TBA
4 Lab Practicals	20%	Week 1- Week 14
Paper 2: To address the assessment plan and the interpretation of findings in case study	20%	TBA
Final Exam	20%	Week 14-15
Total	100%	End of 15 Week session

**GRADING POLICY:**

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<b>Letter Grade</b>	<b>Course Grade</b>
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C+	77 – 79
C	73 – 76
F	< 73

**REQUIRED READING MATERIALS:**

Dirette, D., & Guttman, S. (Editors) (2019). *Occupational Therapy for Physical Dysfunction*. Lippincott Williams & Wilkins.

Assigned scholarly articles

**STYLE MANUAL:**

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**WRITING RESOURCE:**

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- 

### FOR STUDENTS EXPERIENCING DIFFICULTIES:

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**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

**OCT 613 – Physical Rehabilitation: Neurological Disorders**  
**COURSE SYLLABUS**

14-Week Session

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<b>CREDIT HOURS:</b>	Four (4) credits
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Fall Semester, Second Year
<b>TIME/LOCATION:</b>	14 Weeks didactic lecture/seminar/laboratory
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 14-Week Courses: 4-credit course notes:**

This course is a 4-credit course, which means that students are expected to do at least 12.5 hours of course-related work each week outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

**COURSE DESCRIPTION:**

This course focuses on the motor control, cognitive-perceptual, and learning theories as they relate to occupation-based intervention for those individuals across the lifespan whose engagement in activity are impacted by traumatic and non-traumatic injuries and diseases that affect the neurological system. Using the International Classification of Functioning Disability and Health (ICF) as an overarching framework, the student will learn how the assessments covered will yield information about the client's occupation across the levels of function, activity and participation. The student will learn to design occupation-based interventions and develop therapeutic skills to implement and monitor the interventions including the designing and fabrication of adaptive devices, slings and support devices to facilitate function and support. Assessment and intervention applications for clients with various neurological deficits are presented in seminar discussion, case study, problem solving, and laboratory experiences. Special attention is paid to the use of the new emerging technologies to enhance performance capacities in the area of physical rehabilitation processes

**TEACHING STRATEGIES:**

Power-point slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged in the classroom and laboratory discussion sections. Written assignments support application of occupational therapy

practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

---

**COURSE OBJECTIVES:**

**[presented with corresponding ACOTE Standard to illustrate what the students will achieve by the end of the semester from this course:**

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

1. Apply occupational therapy models of practice and/or theoretical frameworks to the selection of appropriate standardized and/or non-standardized assessments for evaluating occupational performance and creating intervention plans that address occupational therapy's domain of practice for those clients who have expressed needs to restore sensory-motor, perceptual, cognitive, psychological performance deficits due to a neurotically based disorder (i.e. ADL, IADL, work, rest/sleep, etc.) [Standard B 2.1, B 4.4, B 4.5]
2. Demonstrate an understanding of psychometrics in order to appropriately interpret results of criterion-referenced and norm-referenced standardized assessment tools. [Standard B 4.7, B 4.8]
3. Select and provide appropriate occupation-based and evidence-based interventions, purposeful activities and preparatory methods that support remediation and/or compensation within occupational therapy's domain of practice and/or client safety. [Standard B 4.9, B 4.10]
4. Demonstrate ability to identify safety concerns and address safety of self and others [Standard 3.7]
5. Select and provide appropriate occupation-based and evidence-based interventions, purposeful activities and preparatory methods that support remediation and/or compensation within occupational therapy's domain of practice and/or client safety.[Standard B 4.9, B 4.10]
6. Evaluate and provide interventions for dysphagia and disorders of feeding and eating to enable performance, and train others in precautions and techniques learned with the interprofessional team in the SIM laboratory while considering client and contextual factors. [Standard B 4.16, B 4.25]
7. Apply the concepts of grading and adapting to client centered occupational therapy interventions, including those involving the environmental context. [Standard B 4.18]
8. Implement strategies for supervision and collaboration with occupational therapy assistants and other professionals within rehabilitation settings as experienced in the SIM laboratory and classroom. [Standard B 4.24, B 4.25]
9. Monitor client progress, including the systematic collection and analysis of data, in order to determine need for reassessment and subsequent continuation and/or modification of the intervention plan. [Standard B 4.22]
10. Plan for discharge and termination of occupational therapy services based on client needs and resources, and in collaboration with the client, caregiver and team. [Standard B 4.28]

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Assigned scholarly articles

**RECOMMENDED READING**

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Katz, N. & Togliola, J. (Eds.). (2018). *Cognition, occupation, and participation across the lifespan: Neuroscience, neurorehabilitation and models of intervention in occupational therapy*. Bethesda, MD: AOTA Press.

Wolf, T. J., Edwards, D. F., & Giles, G. M. (2019). *Functional cognition and occupational therapy: A practical approach to treating individuals with cognitive loss*. Bethesda, MD: AOTA Press.

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**LIBRARY RESOURCES:**

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**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

**OCT 614 – Development: Working with Children in Occupational Therapy**  
**COURSE SYLLABUS**

14-Week Session

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<b>CREDIT HOURS:</b>	Four (4) credits
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Fall Semester, Second Year
<b>TIME/LOCATION:</b>	14 Weeks didactic lecture/seminar/laboratory
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 14-Week Courses: 4-credit course notes:**

This course is a 4-credit course, which means that students are expected to do at least 12.5 hours of course-related work each week outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

**COURSE DESCRIPTION:**

This course provides an introduction to the principles of tests and measures for outcome-based assessment relevant to the practice of occupational therapy with infants, children, adolescents, and emerging adults that is informed and influenced by emerging knowledge and technologies. A selection of pediatric assessment instruments will be introduced for specific screening, skilled observation, checklists, histories, interviews with the client and their families, and standardized and non-standardized tests and batteries. Using the ICF as an overarching framework, the students will learn how the assessments covered will yield information about the child's occupation across the levels of function, activity and participation in his/her present and anticipated contexts to facilitate occupational therapy practice to support survival, change and adaptation as the client matures. Students will design occupation based interventions, and develop therapeutic skills to implement, and to plan for necessary monitoring of the interventions for health and wellness through prevention, adaptation and compensation for those who will be served in a wide variety of contexts.

**TEACHING STRATEGIES:**

Power-point slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged in the classroom and laboratory discussion sections. Written assignments support application of occupational therapy

practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

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**COURSE OBJECTIVES:**

**[presented with corresponding ACOTE Standard to illustrate what the students will achieve by the end of the semester from this course:**

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

1. Apply occupational therapy models of practice and/or theoretical frameworks to the selection of appropriate standardized and/or non-standardized assessments for evaluating occupational performance and creating intervention plans that address occupational therapy's domain of practice for those clients who are children to emerging adults who have expressed needs to develop or restore sensory-motor, perceptual, cognitive, psychological performance deficits from a disease process or an acquired injury (i.e. ADL, IADL, work, rest/sleep, etc.) [Standard B 2.1, B 3.5, B 4.4, B 4.5]
2. Demonstrate an understanding of psychometrics in order to appropriately interpret results of criterion-referenced and norm-referenced standardized assessment tools. [Standard B 4.7, B 4.8]
3. Select and provide appropriate occupation-based and evidence-based interventions, purposeful activities and preparatory methods that support remediation and/or compensation within occupational therapy's domain of practice and/or client safety. [Standard B 4.9, B 4.10]
4. Demonstrate ability to identify safety concerns and address safety of self and others {Standard B-3.7]
5. Select and provide appropriate occupation-based and evidence-based interventions, purposeful activities and preparatory methods that support remediation and/or compensation within occupational therapy's domain of practice and/or client safety for children and youth in rehabilitation, hospital and school settings.[Standard B 3.5, B 4.9, B 4.10]
6. Evaluate and provide interventions for dysphagia and disorders of feeding and eating to enable performance, and train others in precautions and techniques learned with the interprofessional team in the SIM laboratory while considering client and contextual factors. [Standard B 4.16, B 4.25]
7. Apply the concepts of grading and adapting to client centered occupational therapy interventions, including those involving the environmental context. [Standard B 4.18]
8. Implement strategies for supervision and collaboration with occupational therapy assistants and other professionals within rehabilitation, hospital, and school settings as experienced in the SIM laboratory and classroom. [Standard B 4.24, B 4.25]
9. Monitor client progress, including the systematic collection and analysis of data, in order to determine need for reassessment and subsequent continuation and/or modification of the intervention plan. [Standard B 4.22]
10. Plan for discharge and termination of occupational therapy services based on client needs and resources, and in collaboration with the client, caregiver and team. [Standard B 4.28]
11. Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible

manner that supports team approach to the promotion of health and wellness. [Standard B 4.23]

12. Evaluate access to community resources, and design community and primary programs to support occupational therapy performance for children and emerging adults. [Standard 4.27]
13. Identify, analyze, and advocate for existing and future service delivery models and policies, and their potential effect on the practice of occupation for children to emerging adults and opportunities to address societal needs. [Standard B 5.2]

**EVALUATION METHODS:**

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
Mid-Term	20%	Week 7
Paper 1: To address activity analysis for intervention plan and progression in case study	20%	TBA
4 Lab Practicals	20%	Week 1- Week 14
Paper 2: To address the assessment plan and the interpretation of findings in case study	20%	TBA
Final Exam	20%	Week 14-15
Total	100%	End of 15 Week session

**GRADING POLICY:**

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

<b>Letter Grade</b>	<b>Course Grade</b>
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	< 73

**REQUIRED READING MATERIALS:**

Case-Smith, J., & O'Brien, J. C. (2020). Occupational therapy for children and adolescents. St. Louis: Elsevier (8th edition).

Cahill, S. M. & Bowyer, P. (2015). Cases in pediatric therapy: Assessment and intervention. Thorofare, NJ: Slack Incorporated.

Assigned scholarly articles

## RECOMMENDED READINGS

- Kandel, E., Schwartz, J H, (2013) Principles of Neural Science (5<sup>th</sup> edition) McGraw Hill
- Katz, N. & Toglia, J. (Eds.). (2018). Cognition, occupation, and participation across the lifespan: Neuroscience, neurorehabilitation and models of intervention in occupational therapy. Bethesda, MD: AOTA Press.
- Wolf, T. J., Edwards, D. F., & Giles, G. M. (2019). Functional cognition and occupational therapy: A practical approach to treating individuals with cognitive loss. Bethesda, MD: AOTA Press.

## STYLE MANUAL:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington DC

## WRITING RESOURCE:

Harris, R. A. (2011). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (3<sup>rd</sup> ed.). Glendale, CA: Pyrczak Publishing. ISBN: 9781884585937

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## ACADEMIC INTEGRITY:

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- Academic Honesty: [The Graduate School Manual](#)
- Deborah Yarett Slater [Reference guide to the occupational therapy code of ethics & ethics standards](#). 2016, American Occupational Therapy Association

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## FOR STUDENTS EXPERIENCING DIFFICULTIES:

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be largely related to your course work; if so, I invite you to speak with me (or your other professors) directly. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance, and may require additional professional support. Binghamton University provides a variety of support resources: the Dean of Students Office and University Counseling Center offer coaching on ways to reduce the impact to your grades. Both of these

resources can help you manage personal challenges that impact your well-being or ability to thrive at Binghamton University. Accessing them, especially early on, as symptoms develop, can help support your academic success as a University student.

If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

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**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

**OCT 615 – Occupational Therapy Tool Kit for Assistive Technologies  
COURSE SYLLABUS**

14-Week Session

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<b>CREDIT HOURS:</b>	Three (3) credits
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Spring Semester, Second Year
<b>TIME/LOCATION:</b>	14 Weeks didactic lecture/seminar/laboratory
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 14-Week Courses: 3-credit course notes:**

This course is a 3-credit course, which means that students are expected to do at least 9.5 hours of course-related work each week outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

**COURSE DESCRIPTION:**

This problem-based laboratory-based course allows for the development of therapeutic skills to assist clients with adaptive methods, compensatory strategies to facilitate completion of usual and customary daily life tasks; and is informed by the emerging technologies and knowledge for best practice. The course will review the arena of low technology to high technology adaptive techniques including the use of 3D printers and software-based processes as well as provision of changes in health care delivery models including Telehealth and gain an understanding of the strategies to enrich client's capacity to engage in activity and participation. Using the International Classification of Functioning Disability and Health (ICF) as an overarching framework, the student will learn how the activity configuration, observations and OT assessments yield information about the occupational needs across the levels of function, activity and participation. Using the activity configuration the student will learn to how to design occupation based strategies and develop the therapeutic skills required to provide assistive devices to enhance client's safe and effective performance in Activities of Daily Living (ADL) and Instrumental Activities of Daily Living (IADL) tasks

**TEACHING STRATEGIES:**

Digital imaging, power-point slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged in the classroom laboratory including the use of the SIM ADL lab for practical experience and the use of

discussion sections. Assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

**COURSE OBJECTIVES:**

**[presented with corresponding ACOTE Standard] to illustrate what the students will achieve by the end of the semester from this course:**

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

1. Synthesize the findings from an activity configuration to determine the functional performance deficits that can be remediated or compensated for to improve day to day functional performance. [Standard B 3.2]
2. Analyze and evaluate the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability trauma, and injury on occupational performance. [Standard B 3.5]
3. Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate intervention plans. [Standard 3.6]
4. Select, fit and design a training program to improve the day to day function following compensatory, adaptation, and prevention strategies that is based on sound judgement and adheres to safety of self and to others. [Standard B 3.7, B 4.3, B 4.11]]
5. Assess the need for and demonstrate the ability to design, fabricate, fit and train in assistive technologies and devices (e.g. electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and participation. [Standard B 4.11]
6. Provide recommendations and training in physical transfers, wheelchair management, and mobility devices. [Standard B 4.13]
7. Conduct assessment of electronic/technological devices and determine strategies to resolve communication, memory, focusing needs of a patient/client.[Standard 4.11,B 4.15]]
8. Familiarize with low-high tech solutions to improve on feeding, dressing, hygiene, mobility tasks and for IADL task completion in the kitchen and living environment and assure the needed monitoring and reassessment in collaboration with the client, caregiver, family, and significant others on the effect of occupational therapy intervention and the need for continued modified intervention. [Standard B 4.10, B 4.22]

**EVALUATION METHODS:**

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
Lab Practical-multiple	40%	Weekly: 1 through 14
Mid-term.	20%	Week 7
Activity Configuration (written)	10%	Week 3-7
Activity Configuration (written)	10%	Week 8-14
Written Final	20%	Week 14-15
Total	100%	End of 15 Week session

### GRADING POLICY:

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

Letter Grade	Course Grade
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	< 73

### REQUIRED READING MATERIALS:

Schell, B.A.B., Gillen, G. & Scaffa, M.E.(Eds.) (2013): Willard & Spackman's Occupational Therapy (12th ed.) Philadelphia: Lippincott Williams& Wilkins

RECOMMENDED READING MATERIALS (all of these materials are required in the Curriculum):

### STYLE MANUAL:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington DC

### WRITING RESOURCE:

Harris, R. A. (2011). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (3<sup>rd</sup> ed.). Glendale, CA: Pyczak Publishing. ISBN: 9781884585937

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#### FOR STUDENTS EXPERIENCING DIFFICULTIES:

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**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

OCT 624 – Fieldwork Level I Experience B & Seminar Part B  
COURSE SYLLABUS

14-Week Session

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<b>CREDIT HOURS:</b>	Two (2) credits
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Spring Semester, Second Year
<b>TIME/LOCATION:</b>	14 Weeks Level 1 Fieldwork and weekly seminar
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 14-Week Courses: 3-credit course notes:**

This course is a 2-credit course, which means that students are expected to do at least 6.5 hours of course-related work each week outside of class hours during the 14-week session. This includes actively participating in a one-day/week assigned Level 1 placement in addition to completing assigned readings, preparing written assignments, and other course-related tasks.

**COURSE DESCRIPTION:**

This course emphasizes the development of foundational skills in therapeutic use of self, intentional relationship and forms of therapeutic reasoning for the delivery of occupational therapy practice models for prevention and health and wellness in a wide variety of contexts and practice arenas, including emerging practice arenas. Foundational knowledge and skills are developed so students will be able to form therapeutic relationships and participate as effective group members to plan and to lead group activities in appropriate contexts of practice in both physical and mental health settings across the lifespan. Content will include principles of group dynamics, models of group development, principles of group leadership, processes involved in planning and implementing groups to allow the student to recognize how the different approaches allow the therapist to become a therapeutic agent of change and to understand that the therapeutic approaches selected may be a product of the model of therapy employed for the delivery of occupational therapy practice.

**TEACHING STRATEGIES:**

Power-point slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged in the classroom discussion

sections. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

**COURSE OBJECTIVE:**

**[presented with corresponding ACOTE Standard to illustrate what the students will achieve by the end of the semester.]**

Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The experience provides the student with the opportunity to carry out professional responsibilities under supervision and for professional role modeling. The goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients. Weekly participation in the seminar provides for the problem-based learning context for the development of skilled observation and the formation of clinical reasoning and to further enhance the translation of learning between the classroom and the clinic. [Standard C 1.0 Fieldwork Education]:

**EVALUATION METHODS:**

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
Evaluation of Fieldwork	60%	Week 14
Completion of five SOAP Notes	20%	TBA
Presentation of a Case Study (pairs)	20%	TBA
<b>Total</b>	<b>100%</b>	<b>End of 15 Week session</b>

**GRADING POLICY:**

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

<b>Letter Grade</b>	<b>Course Grade</b>
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	< 73

#### REQUIRED READING MATERIALS:

Sames, K. (2015). *Documenting Occupational Therapy Practice* (3rd Ed). Boston: Pearson.  
Assigned scholarly articles

#### STYLE MANUAL:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington DC

#### WRITING RESOURCE:

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  - Academic Honesty: [The Graduate School Manual](#)
  - Deborah Yarett Slater [Reference guide to the occupational therapy code of ethics & ethics standards](#). 2016, American Occupational Therapy Association
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**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

**OCT 631 – Research Process III: Implementation and Application in Translational Science  
COURSE SYLLABUS**

14-Week Session

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<b>CREDIT HOURS:</b>	Two (2) credits
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Summer Semester, Third Year
<b>TIME/LOCATION:</b>	14 Weeks didactic seminar/discussion
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 14-Week Courses: *2-credit course notes:***

This course is a 2-credit course, which means that students are expected to do at least 6.5 hours of course-related work each week outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

**COURSE DESCRIPTION:**

The focus of this third seminar in the research series is to complete the needed steps to implement their scholarly/research projects which will include completing the IRB application and to launch the data collection process. The seminars will prepare the students for methods of critical review in research and to learn about how to secure funding to advance their level of inquiry as well as how to disseminate knowledge.

**TEACHING STRATEGIES:**

Power-point slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged in the seminar/discussion sections. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

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**COURSE OBJECTIVES:**

**[presented with corresponding ACOTE Standard to illustrate what the students will achieve by the end of the semester from this course:**

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

1. Develop the ability to select statistical test and measures to correspond with the research questions or problems and to fit with the level of inquiry in the research design and learn how to design an effective data collection strategy for presentation in the IRB application. [Standard B 6.1, B 6.2]
2. Design and implement a scholarly study that aligns with current research priorities and advances knowledge translation, professional practice, service delivery, or professional issues (e.g., Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning). [B 4.4, B 6.1]
3. Identify and administer tools that evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to be able to answer your research questions. [Standard B 4.4, B 4.5]
4. Develop skills to design evidence based proposals in order to evaluate the body of knowledge of professional practice, its stage in the translational science model of bench to clinic, service delivery and/or professional issues that will effect professional development, growth into emerging practice arenas, and to validate practice. [Standard B 6.1, B 6.2, B 7.4]
5. Demonstrate an understanding of the process of locating and securing grants to answer proposals to serve as a fiscal resource for scholarly and administrative activities and needs. [Standard B 6.4, B.6.3]

**EVALUATION METHODS:**

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
Presentation of data collection plan	35%	TBA
Presentation of proposed IRB application	35%	TBA
Class Participation	30%	Week 1 to 14-15
<b>Total</b>	<b>100%</b>	<b>End of 15 Week session</b>

**GRADING POLICY:**

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

Letter Grade	Course Grade
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	< 73

**REQUIRED READING MATERIALS:**

Deluliis, E. & Bednarski, J. (2019). *The entry Level Occupational Therapy Doctoral Capstone: A framework for the experience and project*. Thorofare, NJ: Slack, Inc

DePoy, E. and Gitlin, L.N. (2019). *Introduction to research E-book. Understanding and applying multiple strategies, 6th Edition*. St. Louis: Mosby

Assigned scholarly articles

**STYLE MANUAL:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7<sup>th</sup> ed.)*. Washington DC

**WRITING RESOURCE:**

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- Academic Honesty: [The Graduate School Manual](#)



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#### FOR STUDENTS EXPERIENCING DIFFICULTIES:

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be largely related to your course work; if so, I invite you to speak with me (or your other professors) directly. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance, and may require additional professional support. Binghamton University provides a variety of support resources: the Dean of Students Office and University Counseling Center offer coaching on ways to reduce the impact to your grades. Both of these resources can help you manage personal challenges that impact your well-being or ability to thrive at Binghamton University. Accessing them, especially early on, as symptoms develop, can help support your academic success as a University student.

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- Decker Student Health Services Center: 607-777-2221
- University Police: On campus emergency, 911
- University Counseling Center: 607-777-2772
- Interpersonal Violence Prevention: 607-777-3062
- Harpur Advising: 607-777-6305
- Office of International Student & Scholar Services: 607-777-2510

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#### LIBRARY RESOURCES:

Neyda Gilman is the librarian for the OTD program. She is available to help you with your research or with any library related questions. You can email her at [ngilman@binghamton.edu](mailto:ngilman@binghamton.edu) or call her at 607-777-4923.

**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

**OCT 623 – Professional Reasoning, III: Context and Participation**

**COURSE SYLLABUS**

14-Week Session

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<b>CREDIT HOURS:</b>	One (1) credit
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Spring Semester, Second Year
<b>TIME/LOCATION:</b>	14 Weeks didactic seminar
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 14-Week Courses: 1-credit course notes:**

This course is a 1-credit course, which means that students are expected to do at least 3 hours of course-related work each week outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

**COURSE DESCRIPTION:**

This third seminar in this professional reasoning series addresses the physical, social, cultural, political and virtual aspects surrounding our clients and their communities. These influences serve as the basis as to how engagement in day to day occupations are positively or negatively influenced.

**TEACHING STRATEGIES:**

Power-point slides, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged in the classroom discussion sections. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

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**COURSE OBJECTIVES:**

**[presented with corresponding ACOTE Standard] to illustrate what the students will achieve by the end of the semester from this course:**

COURSE OBJECTIVES: Upon completion of this course, the student will be able to address Standard B 4.2]:

1. Apply, analyze, and evaluate the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations. Course content must include, but is not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology. [Standard B 1.2]
2. Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an analysis of the epidemiological factors that impact the public health and welfare of populations. [Standard B 1.3]
3. Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments. [Standard B2.1]
4. Demonstrate an understanding of psychometrics in order to appropriately interpret results of criterion-referenced and norm-referenced standardized assessment tools. [Standard B 4.7, B 4.8]
5. Demonstrate clinical reasoning to evaluate, analyze, diagnose, and select occupational therapy interventions to address client factors, performance patterns, and performance skills. [Standard B 4.2]

**EVALUATION METHODS:**

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
Verbal Presentation of single page written (submitted) assignments	50%	TBA
In-class active engagement/participation	25%	Week 1-14
Written paper addressing assessment of context and environment and its influence on participation and completion of occupational performance	25%	TBA
Total	100%	End of 15 Week session

**GRADING POLICY:**

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

<b>Letter Grade</b>	<b>Course Grade</b>
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	<

**REQUIRED READING MATERIALS:**

Schell, B. A. B. and Schell J.W. (2017) *Clinical and Professional Reasoning in Occupational Therapy* (2<sup>nd</sup> Ed.). Baltimore: Wolters Kluwer/Lippincott Williams and Wilkins

Assigned scholarly articles

**RECOMMENDED READINGS**

Schell, B.A.B., Gillen, G. & Scaffa, M.E.(Eds.) (2013): *Willard & Spackman's Occupational Therapy* (12<sup>th</sup> ed.) Philadelphia: Lippincott Williams& Wilkins

**STYLE MANUAL:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington DC

**WRITING RESOURCE:**

Harris, R. A. (2011). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (3<sup>rd</sup> ed.). Glendale, CA: Pyczak Publishing. ISBN: 9781884585937

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**ACADEMIC INTEGRITY:**

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Bulletin and the Graduate School Manual for policies and procedures related to categories of violations and enforcement procedures.

- Academic Policies and Procedures for All Students: [Binghamton University Bulletin](#)
  - Academic Honesty: [The Graduate School Manual](#)
  - Deborah Yarett Slater [Reference guide to the occupational therapy code of ethics & ethics standards](#). 2016, American Occupational Therapy Association
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  - Decker Student Health Services Center: 607-777-2221
  - University Police: On campus emergency, 911
  - University Counseling Center: 607-777-2772
  - Interpersonal Violence Prevention: 607-777-3062
  - Harpur Advising: 607-777-6305
  - Office of International Student & Scholar Services: 607-777-2510
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#### LIBRARY RESOURCES:

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**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

**OCT 608 – Administration and Management  
COURSE SYLLABUS**

14-Week Session

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<b>CREDIT HOURS:</b>	Three (3) credits
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Spring Semester, Second Year
<b>TIME/LOCATION:</b>	14 Weeks didactic lecture/discussion
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 14-Week Courses: 3-credit course notes:**

This course is a 3-credit course, which means that students are expected to do at least 9.5 hours of course-related work each week outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

**COURSE DESCRIPTION:**

This course emphasizes the development of the conceptual and practical knowledge and skills needed to plan and manage the delivery of occupation based occupational therapy services that are based on evidence, efficacious and cost-effective processes. Information provided takes into account varying contexts of the rapidly changing health care environment for those who are in need of the delivery of occupational therapy services. It examines the emerging occupational therapy practices, program development and the processes associated with entrepreneurship for occupational therapy practice.

**TEACHING STRATEGIES:**

Power-point slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged in the classroom discussion sections. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

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**COURSE OBJECTIVES:**

**[presented with corresponding ACOTE Standard to illustrate what the students will achieve by the end of the semester from this course:**

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

1. Analyze and evaluate occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice. [Standard B 3.1]
2. Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being. [Standard B 3.3]
3. Collect, analyze, and report data in a systematic manner for evaluation of client and practice outcomes. Report outcomes to justify the contribution of OT services and to inform of the value of OT. [Standard B 4.6]
4. Interpret the evaluation data in relation to accepted terminology of the profession and explain the findings to the inter and intra-professional teams to justify the contribution of OT. [Standard B 4. 8, B 4.25]
5. Demonstrate knowledge of the use of technology in practice, which must include: Electronic documentation systems; Virtual environments; Telehealth technology to administer, communicate, and to report outcomes. [Standard B 4.15, B 4.25]]
6. Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), appeals mechanisms, treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy. Document to effectively communicate the need and rationale for occupational therapy services. [Standard B 4.29]
7. Identify, analyze, and evaluate the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations to promote policy development and social systems as they relate to the practice of occupational therapy. [Standard B 5.1]
8. Identify, analyze, and advocate for existing and future service delivery models and policies, and their potential effect on the practice of occupational therapy and opportunities to address societal needs. [Standard B 5.2]
9. Demonstrate, evaluate, and plan the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intra-professional colleagues. [Standard B 4.19, B 4.25]
10. Develop skills to design evidence based proposals in order to evaluate the body of knowledge of professional practice, service delivery and/or professional issues that will effect professional development, growth into emerging practice arenas, and to validate practice. {Standard B 3.1. B 3.4, B 4.29, B 5.1]
11. Demonstrate effective intra-professional OT/OTA collaboration to: Identify the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process, and to demonstrate and identify techniques in skills of supervision

- and collaboration with occupational therapy assistants. [Standard B 4.24]
12. Demonstrate an understanding of the process of locating and securing grants to answer proposals to serve as a fiscal resource for scholarly and administrative activities and needs. [Standard B.6.3, B 6.4]
  13. Demonstrate knowledge of and evaluate the business aspects of practice including, but not limited to, the development of business plans, financial management, program evaluation models, and strategic planning. [Standard B 5.3]
  14. Identify and evaluate the systems and structures that create federal and state legislation and regulations and their implications and effects on persons, groups, and populations, as well as practice and policy. [Standard B 5.4]
  15. Provide care and programs that demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration consistent with federal and state laws. [Standard B 5.5]
  16. Demonstrate leadership skills in the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs and service delivery options, and formulation and management of staffing for effective service provision. [Standard B 5.6]
  17. Demonstrate leadership skills in the ability to design ongoing processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys) and develop program changes as needed to demonstrate quality of services and direct administrative changes. [Standard B 5.7]
  18. Develop strategies for effective, competency-based legal and ethical supervision of occupational therapy and non-occupational therapy personnel. Analyze staff development and professional abilities and competencies of supervised staff as they relate to job responsibilities. [Standard B 5.8]

**EVALUATION METHODS:**

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
Development of the following Plans for presentation with written representation: Program Marketing Financial Staff Development Inter-Professional Team or your choice	50%	TBA
Mid-Term	25%	Week 7
Final	25%	Week 14-15
Total	100%	End of 15 Week session

**GRADING POLICY:**

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.



Letter Grade	Course Grade
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	< 73

#### REQUIRED READING MATERIALS:

Braveman, B. (2016). *Leading and managing occupational therapy services: An evidence-based approach* (2 nd edition). Philadelphia: F.A. Davis Company.

Trickey-Rokenbrod, D. (2017). *Occupational therapy in action: A library of case studies*. Philadelphia: Wolters Kluwer.

Assigned scholarly articles

#### STYLE MANUAL:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington DC

#### WRITING RESOURCE:

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**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

**OCT 704 – Interprofessional Health Promotion and Health Advocacy**

**COURSE SYLLABUS**

14-Week Session

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<b>CREDIT HOURS:</b>	Three (3) credits
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Spring Semester, Second Year
<b>TIME/LOCATION:</b>	14 Weeks didactic/lecture/Seminar
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 14-Week Courses: 3-credit course notes:**

This course is a 3-credit course, which means that students are expected to do at least 9.5 hours of course-related work each week of outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

**COURSE DESCRIPTION:**

This course examines community health, wellness, and education practices for groups, communities, and populations. Key concepts in health promotion, prevention, and wellness for quality of life and population-based approaches will be emphasized. Students are prepared with inter-professional community practice skills, including needs assessment and program planning and evaluation in conjunction with an actual community site or agency. This course includes service learning in the community

**TEACHING STRATEGIES:**

PowerPoint slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged through the use of discussion boards and electronic communication. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

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**COURSE OBJECTIVES:**

**[presented with corresponding ACOTE Standard] to illustrate what the students will achieve by the end of the semester from this course:**

1. Apply the knowledge of health equities and health disparities in the practice of occupational therapy and address how this knowledge can be used to influence how occupational therapy can better serve these populations to enrich day to day lives. [Standard B 1.2, B 1.3]
2. Explain the role of occupation in the promotion of health and prevention of disease and disability for individual, family/community/society and address how occupational therapy leadership and advocacy can affect change as well as working relationships across disciplines to effect change. [Standard B 1.2, B 3.4, B 4.21, B 4.23, B 4.25, B.5.2]
3. Demonstrate appreciation for consultative process, advocacy models, and promotion for individuals, groups, programs, organizations, communities for the advocacy of health care access and to improve health equities. [Standard B 3.1, B 3.4, B 4.20, B 4.25]
4. Demonstrate an appreciation for and an understanding of disability policy and the social, economic, political, geographic and demographic factors that influence various contexts for the practice of occupational therapy and the potential for developing delivery models to advocate for change. [Standard B 3.1, B 3.4, B 4.23, 5.2]
5. Analyze the trends in models of service and potential such as from medical, educational, social resources nationally and globally that could potentially effect change for the delivery of occupational therapy services to individuals, communities, and societies. [Standard B 3.4, B 5.1]
6. Identify and begin to explore how to develop strategies for the promotion of occupational therapy models to individuals, families/communities, societies in response to changes in policy or regulatory changes as well as changes in societal needs. [Standard B 4.2, B 4.23, B 6.3, B 7.5]

**EVALUATION METHODS:**

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
Identify a pressing health and wellness issue that you have observed for an individual, family, or community, provide justification for it to be considered a pressing issue and create a fact sheet.	30%	Week 5-6
Mid-Term Test	20%	Week 7
Create a final presentation to be shared in-class on (format can be Power Point or educational flyer. Your presentation to class needs to illustrate how to advocate for health policy to address the pressing issue of concern, to identify potential partners, legislators, and resources needed to produce a long-term impact through policy enactment. This proposal with justification can serve as a working idea for your capstone project	30%	Week 12-13
Final Test	20%	Week 14-15
Total	100%	End of 14 Week session

**GRADING POLICY:**

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

<b>Letter Grade</b>	<b>Course Grade</b>
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	< 73

**REQUIRED READING MATERIALS:**

Bensley, R, Brookins-Fisher, J (2019) *Community and Public Health Education Methods (4<sup>th</sup> ed.)*. Jones & Bartlett: Burlington.  
D Naidoo, J. and Willis, j. (2016) *Foundations for Health Promotion (4<sup>th</sup> ed.)*. London. Elsevier.  
*Assigned scholarly articles.*

**RECOMMENDED READING MATERIALS:**

Slusser, M.M., Garcia, L. I., Reed, C-R., McGinnis, P. E. (2019) *Foundation of Interprofessional Collaborative Practice in Health Care*. St. Louis: Elsevier.

**STYLE MANUAL:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7<sup>th</sup> ed.)*. Washington DC

**WRITING RESOURCE:**

Harris, R. A. (2011). *Using sources effectively: Strengthening your writing and avoiding plagiarism (3<sup>rd</sup> ed.)*. Glendale, CA: Pycszak Publishing. ISBN: 9781884585937

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**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

**OCT 633 – Research Process III: Implementation and Application in Translational Science  
COURSE SYLLABUS**

14-Week Session

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<b>CREDIT HOURS:</b>	Two (2) credits
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Summer Semester, Third Year
<b>TIME/LOCATION:</b>	14 Weeks didactic seminar/discussion
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 14-Week Courses: *2-credit course notes:***

This course is a 2-credit course, which means that students are expected to do at least 6.5 hours of course-related work each week outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

**COURSE DESCRIPTION:**

The focus of this third seminar in the research series is to complete the needed steps to implement their scholarly/research projects which will include completing the IRB application and to launch the data collection process. The seminars will prepare the students for methods of critical review in research and to learn about how to secure funding to advance their level of inquiry as well as how to disseminate knowledge.

**TEACHING STRATEGIES:**

Power-point slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged in the seminar/discussion sections. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

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**COURSE OBJECTIVES:**

**[presented with corresponding ACOTE Standard to illustrate what the students will achieve by the end of the semester from this course:**

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

1. Develop the ability to select statistical test and measures to correspond with the research questions or problems and to fit with the level of inquiry in the research design and learn how to design an effective data collection strategy for presentation in the IRB application. [Standard B 6.1, B 6.2]
2. Design and implement a scholarly study that aligns with current research priorities and advances knowledge translation, professional practice, service delivery, or professional issues (e.g., Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning). [B 4.4, B 6.1]
3. Identify and administer tools that evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to be able to answer your research questions. [Standard B 4.4, B 4.5]
4. Develop skills to design evidence based proposals in order to evaluate the body of knowledge of professional practice, its stage in the translational science model of bench to clinic, service delivery and/or professional issues that will effect professional development, growth into emerging practice arenas, and to validate practice. [Standard B 6.1, B 6.2, B 7.4]
5. Demonstrate an understanding of the process of locating and securing grants to answer proposals to serve as a fiscal resource for scholarly and administrative activities and needs. [Standard B 6.4, B 6.3]

**EVALUATION METHODS:**

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
Presentation of data collection plan	35%	TBA
Presentation of proposed IRB application	35%	TBA
Class Participation	30%	Week 1 to 14-15
Total	100%	End of 15 Week session



**GRADING POLICY:**

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

Letter Grade	Course Grade
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	< 73

**REQUIRED READING MATERIALS:**

Deluliis, E. & Bednarski, J. (2019). The entry Level Occupational Therapy Doctoral Capstone: A framework for the experience and project. Thorofare, NJ: Slack, Inc  
DePoy, E. and Gitlin, L.N. (2019). Introduction to research E-book. Understanding and applying multiple strategies, 6th Edition. St. Louis: Mosby  
Assigned scholarly articles

**STYLE MANUAL:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington DC

**WRITING RESOURCE:**

Harris, R. A. (2011). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (3<sup>rd</sup> ed.). Glendale, CA: Pyczak Publishing. ISBN: 9781884585937

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**ACADEMIC INTEGRITY:**

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#### FOR STUDENTS EXPERIENCING DIFFICULTIES:

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be largely related to your course work; if so, I invite you to speak with me (or your other professors) directly. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance, and may require additional professional support. Binghamton University provides a variety of support resources: the Dean of Students Office and University Counseling Center offer coaching on ways to reduce the impact to your grades. Both of these resources can help you manage personal challenges that impact your well-being or ability to thrive at Binghamton University. Accessing them, especially early on, as symptoms develop, can help support your academic success as a University student.

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- University Counseling Center: 607-777-2772
- Interpersonal Violence Prevention: 607-777-3062
- Harpur Advising: 607-777-6305
- Office of International Student & Scholar Services: 607-777-2510

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#### LIBRARY RESOURCES:

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**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

OCT 626 – Professional Reasoning, IV: Integrated Seminar and Synthesis

COURSE SYLLABUS

14-Week Session

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<b>CREDIT HOURS:</b>	One (1) credit
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Summer Semester, Third Year
<b>TIME/LOCATION:</b>	14 Weeks didactic seminar
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 14-Week Courses: 1-credit course notes:**

This course is a 1-credit course, which means that students are expected to do at least 3 hours of course-related work each week outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

**COURSE DESCRIPTION:**

This final seminar will advance clinical reasoning skills using informed reasoning drawn from the didactic and fieldwork components experienced in completion of the curriculum to advance to the full-time fieldwork and capstone experiences that are ahead. Class discussions will critically analyze the application of theoretical knowledge and scientific knowledge for the capacity to think like doctoral occupational therapist.

**TEACHING STRATEGIES:**

Power-point slides, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged in the classroom discussion sections. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

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**COURSE OBJECTIVES:**

**[presented with corresponding ACOTE Standard] to illustrate what the students will achieve by the end of the semester from this course:**

COURSE OBJECTIVES: Upon completion of this course, the student will be able to address Standard B 4.2:

1. Apply, analyze, and evaluate the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations as you transition into full time fieldwork. [B 1.2]
2. Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an analysis of how the epidemiological factors that impact the public health and welfare of populations will be best addressed in the clinical setting. [Standard B 1.3]
3. Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments that you will be working with in full time fieldwork assignments. [Standard B2.1]
4. Demonstrate clinical reasoning to evaluate, analyze, diagnose, and select occupational therapy interventions to address client factors, performance patterns, and performance skills and discuss how this will be addressed in the clinical setting. [Standard 4.2]

**EVALUATION METHODS:**

Assignment	Percentage	Due Date
Verbal Presentation of single page written (submitted) assignments	50%	TBA
In-class active engagement/participation	50%	Week 1-14
Total	100%	End of 15 Week session

**GRADING POLICY:**

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

Letter Grade	Course Grade
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	<

#### REQUIRED READING MATERIALS:

Schell, B. A. B. and Schell J.W. (2017) *Clinical and Professional Reasoning in Occupational Therapy* (2<sup>nd</sup> Ed.). Baltimore: Wolters Kluwer/Lippincott Williams and Wilkins  
Assigned scholarly articles

#### RECOMMENDED READINGS

Schell, B.A.B., Gillen, G. & Scaffa, M.E.(Eds.) (2013): *Willard & Spackman's Occupational Therapy* (12<sup>th</sup> ed.) Philadelphia: Lippincott Williams& Wilkins

#### STYLE MANUAL:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington DC

#### WRITING RESOURCE:

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**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

OCT 705 – Advanced Leadership in Innovative Practice

COURSE SYLLABUS

14-Week Session

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<b>CREDIT HOURS:</b>	Three (3) credits
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Summer Semester, Third Year
<b>TIME/LOCATION:</b>	14 Weeks didactic/lecture/Seminar
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 14-Week Courses: 3-credit course notes:**

This course is a 3-credit course, which means that students are expected to do at least 9.5 hours of course-related work each week of outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

**COURSE DESCRIPTION:**

This course will prepare the OTD student with advanced skills in leadership development. Emphasis will be on community program development, advocacy (political action), and administrative initiatives in a changing healthcare environment. In this course the student will identify their own personal leadership style, which will serve as a guide in developing a professional development and leadership plan. This course will also provide the student with an understanding of the process to set up occupational therapy services in traditional settings, community-based environments, and in non-traditional settings.

**TEACHING STRATEGIES:**

PowerPoint slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged through the use of discussion boards and electronic communication. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

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**COURSE OBJECTIVES:**

**[presented with corresponding ACOTE Standard] to illustrate what the students will achieve by the end of the semester from this course:**

1. Analyze the process of leading people and health organizations across multiple and interconnected disciplines in effective manner that is adherent to ethical and legal standards and competency regulations. [Standard B 5.8]
2. Recognize the traits of transformational and visionary leaders to identify strategies for successfully developing, communicating, implementing, and sustaining a vision [Standard B 4.25, B 5.1, B 5.2]
3. Develop leadership-focused learning for health professionals to meet the position requirements in clinical and academic settings and to assure professional development pathways for present and new emerging programs. [Standard B 5.7, B 5.8, B 6.6]
4. Understand the key differences between leadership and management and recognize how the two are inter-related [Standards B 7.2, B 7.4, B 7.5]
5. Identify strategies for motivation and managing resistance to organizational change in pursuit of a vision [Standards B 7.4, B 7.5]
6. Operationalize theory and concepts of leadership and management using practical and concrete behaviors of leaders. [Standards B 2.2, B 7.2, B 7.4]

**EVALUATION METHODS:**

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
Propose how to successfully present a new or emerging practice area for an individual patient, family/community, or society need.	30%	Week 5-6
Mid-Term Test	20%	Week 7
Propose an argument that is informed by leadership theory to address the possible dilemmas or barriers for the needed expansion or change of direction with rationale for your choices and address how that could impact clinical practice	30%	Week 12-13
Final Test	20%	Week 14-15
Total	100%	End of 14 Week session



**GRADING POLICY:**

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

<b>Letter Grade</b>	<b>Course Grade</b>
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	< 73

**REQUIRED READING MATERIALS:**

Rubino, L.G., Esparza, S.J., Reid Chassiakos, Y.S. (2020) *New Leadership for Today's Health Care Professionals*. Jones & Bartlett: Burlington, MA. 2<sup>nd</sup> Edition

*Assigned scholarly articles.*

**RECOMMENDED READING MATERIALS:**

Slusser, M.M., Garcia, L. I., Reed, C-R., McGinnis, P. E. (2019) *Foundation of Interprofessional Collaborative Practice in Health Care*. St. Louis: Elsevier.

**STYLE MANUAL:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington DC

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**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

**OCT 702 – Interprofessional Ethics and Analytical Reasoning**

**COURSE SYLLABUS**

14-Week Session

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<b>CREDIT HOURS:</b>	Three (3) credits
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Summer Semester, Third Year
<b>TIME/LOCATION:</b>	14 Weeks didactic/lecture/Seminar
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 14-Week Courses: 3-credit course notes:**

This course is a 3-credit course, which means that students are expected to do at least 9.5 hours of course-related work each week of outside of class hours during the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

**COURSE DESCRIPTION:**

This course provides students with a practical problem-solving approach to ethical dimensions of inter-professional practice. Students apply previously learned ethics foundations, approaches, and decision-making models to critically analyze ethical challenges encountered in today's professional practice environment. Active learning pedagogies prepare students for their role as moral agents, addressing inter-professional ethical considerations in delivering healthcare and formulating health policy, programs, and services.

**TEACHING STRATEGIES:**

PowerPoint slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged through the use of discussion boards and electronic communication. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

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**COURSE OBJECTIVES:**

**[presented with corresponding ACOTE Standard] to illustrate what the students will achieve by the end of the semester from this course:**

1. Analytic philosophy and the methods of scholarly inquiry and techniques used in analytic philosophy to examine and clarify professional issues impacting the intervention team. [Standard B 6.5]
2. Explain the nature of professional issues, their role in the evolution of a profession and in inter-professional teams, and some current professional issues that are now being addressed. [Standard B 4.24, B 4.25, B 6.1]
3. Demonstrate the characteristics of a sound argument, and how to develop a position, to address some current issues in occupational therapy practice. [Standard B 6.1, B 6.5, B 7.2, B 7.3]
4. Recognize how ethics and analytical reasoning as an area of study in philosophy, bioethics, and spheres of professional life in which there are recurring ethical issues and dilemmas that impact practice decisions and opportunities. [Standard B 2.1, B 2.2, B.4.2, B 5.1, B 7.2]
5. Demonstrate an appreciation for and an understanding of disability policy and the social, economic, political, geographic and demographic factors that influence various contexts for the practice of occupational therapy and the potential for developing delivery models to advocate for change with da focus on attending to social determinants of health in rural, local, and global communities. [Standard B 7.1, B 7.2, B 7.3, B 7.5]
6. Analyze how to identify, examine, and select a course of action relative to ethical dilemmas In clinical practice through the use of bioethical principles in the context of various schools of ethical thought. [Standard B 6.5, B. 7.1, B 7.5]

**EVALUATION METHODS:**

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
Describe a pressing ethical dilemma for a selected individual, family/community, or society.	30%	Week 5-6
Mid-Term Test	20%	Week 7
Proposed argument that is informed by an ethical school of thought o address ethical dilemma that impacts clinical practice	30%	Week 12-13
Final Test	20%	Week 14-15
<b>Total</b>	<b>100%</b>	<b>End of 14 Week session</b>

**GRADING POLICY:**

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

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A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	< 73

**REQUIRED READING MATERIALS:**

Doherty, R.F. and Purtilo, R.D. (2016). *Ethical Dimensions in the Health Professions*, 6th Edition. St. Louis: Elsevier.

*New York Times: The Ethicist (publishes on Sunday)*

*Assigned scholarly articles.*

**RECOMMENDED READING MATERIALS:**

Slusser, M.M., Garcia, L. I., Reed, C-R., McGinnis, P. E. (2019) *Foundation of Interprofessional Collaborative Practice in Health Care*. St. Louis: Elsevier.

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**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

**OCT 640 – Occupational Therapy Level 2 Fieldwork A**  
**COURSE SYLLABUS**  
12-Week Session

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<b>CREDIT HOURS:</b>	Three (3) credits
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Fall Semester, Third Year
<b>TIME/LOCATION:</b>	12 Weeks Level 2 Full-time Fieldwork
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 12-Week Courses: 3-credit course notes:**

This course is a 3-credit course, which means that students are expected to do at least 6.5 hours of course-related work each week outside of class hours during the 12-week session. This includes completing 12 weeks of full time hours of clinical study in the assigned placement in addition to being fully prepared for clinic each day while completing assigned readings, preparing written requirements and other clinical related tasks.

**COURSE DESCRIPTION:**

This is the first of two Supervised full-time field experience for students to develop entry level competencies as an occupational therapist by the conclusion of the course. Supervised learning experiences are geared for the student to be able to fully assess and deliver sound occupation-base interventions at the conclusion of the course while also exhibiting competencies in safety, ethics, management/administration with effective communication skills and professionalism.

**TEACHING STRATEGIES:**

ON-SITE SUPERVISION

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**COURSE OBJECTIVE:**

**[presented with corresponding ACOTE Standard to illustrate what the students will achieve by the end of the semester.**

Fieldwork education is a crucial part of the final preparation for the students to develop entry level competencies as an occupational therapist. The experience provides the student with the opportunity to carry out professional responsibilities under supervision of a clinical site supervisor. The goal of Level II fieldwork is to apply knowledge learned in the classroom to practice, and to deliver high quality Occupational Therapy intervention and to demonstrate the skills and capacity to manage a full treatment caseload by the conclusion of the Level II placement. [Standard C 1.0 Fieldwork Education]:

**EVALUATION METHOD:**

The AOTA Fieldwork Performance Evaluation of the Occupational Therapy student will be used as the formal evaluation of student performance while on Level II FW (C.1.18).

**GRADING POLICY:**

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

<b>Letter Grade</b>	<b>Course Grade</b>
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	< 73

**REQUIRED READING MATERIALS:**

Sames, K. (2015). *Documenting Occupational Therapy Practice* (3rd Ed). Boston: Pearson.  
Academic Fieldwork Manual (to be published)

**STYLE MANUAL:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington DC

**WRITING RESOURCE:**

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  - Harpur Advising: 607-777-6305
  - Office of International Student & Scholar Services: 607-777-2510
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**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

**OCT 641 – Occupational Therapy Fieldwork Level 2 Fieldwork B**  
**COURSE SYLLABUS**

12-Week Session

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<b>CREDIT HOURS:</b>	Three (3) credits
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Winter Semester, Third Year
<b>TIME/LOCATION:</b>	12 Weeks Level 2 Full-time Fieldwork
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 12-Week Courses: 3-credit course notes:**

This course is a 3-credit course, which means that students are expected to do at least 6.5 hours of course-related work each week outside of class hours during the 12-week session. This includes completing 12 weeks of full time hours of clinical study in the assigned placement in addition to being fully prepared for clinic each day while completing assigned readings, preparing written requirements and other clinical related tasks

**COURSE DESCRIPTION:**

This is the second of two Supervised full-time field experience for students to develop entry level competencies as an occupational therapist by the conclusion of the course. Supervised learning experiences are geared for the student to be able to fully assess and deliver sound occupation-base interventions at the conclusion of the course while also exhibiting competencies in safety, ethics, management/administration with effective communication skills and professionalism.

**TEACHING STRATEGIES:**

ON-SITE SUPERVISION

---

**COURSE OBJECTIVE:**

**[presented with corresponding ACOTE Standard to illustrate what the students will achieve by the end of the semester.**

Fieldwork education is a crucial part of the final preparation for the students to develop entry level competencies as an occupational therapist. The experience provides the student with the opportunity to carry out professional responsibilities under supervision of a clinical site supervisor. The goal of Level II fieldwork is to apply knowledge learned in the classroom to practice, and to deliver high quality Occupational Therapy intervention and to demonstrate the skills and capacity to manage a full treatment caseload by the conclusion of the Level II placement. [Standard C 1.0 Fieldwork Education]:

**EVALUATION METHOD:**

The AOTA Fieldwork Performance Evaluation of the Occupational Therapy student will be used as the formal evaluation of student performance while on Level II FW (C.1.18).

**GRADING POLICY:**

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

Letter Grade	Course Grade
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	< 73

**REQUIRED READING MATERIALS:**

Sames, K. (2015). *Documenting Occupational Therapy Practice* (3rd Ed). Boston: Pearson.  
Academic Fieldwork Manual (to be published)

**STYLE MANUAL:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington DC

**WRITING RESOURCE:**

Harris, R. A. (2011). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (3<sup>rd</sup> ed.). Glendale, CA: Pycszak Publishing. ISBN: 9781884585937

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### ACADEMIC INTEGRITY:

Graduate students enrolled in the OTD- Entry Level Professional Program are expected to adhere to the highest standards of academic honesty and integrity. Academic honesty and integrity are essential behaviors for graduate students to meet the ethical competencies expected of occupational therapy professionals. The Occupational Therapy Code of Ethics serves as a standard to which the students are held accountable. Graduate students are expected to be aware of Binghamton University policies and procedures related to academic honesty and integrity. Students should refer to Binghamton University Bulletin and the Graduate School Manual for policies and procedures related to categories of violations and enforcement procedures.

- Academic Policies and Procedures for All Students: [Binghamton University Bulletin](#)
  - Academic Honesty: [The Graduate School Manual](#)
  - Deborah Yarett Slater [Reference guide to the occupational therapy code of ethics & ethics standards](#). 2016, American Occupational Therapy Association
- 

### FOR STUDENTS EXPERIENCING DIFFICULTIES:

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be largely related to your course work; if so, I invite you to speak with me (or your other professors) directly. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance, and may require additional professional support. Binghamton University provides a variety of support resources: the Dean of Students Office and University Counseling Center offer coaching on ways to reduce the impact to your grades. Both of these resources can help you manage personal challenges that impact your well-being or ability to thrive at Binghamton University. Accessing them, especially early on, as symptoms develop, can help support your academic success as a University student.

If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

- Dean of Students Office: 607-777-2804
  - Decker Student Health Services Center: 607-777-2221
  - University Police: On campus emergency, 911
  - University Counseling Center: 607-777-2772
  - Interpersonal Violence Prevention: 607-777-3062
  - Harpur Advising: 607-777-6305
  - Office of International Student & Scholar Services: 607-777-2510
-

**LIBRARY RESOURCES:**

Neyda Gilman is the librarian for the OTD program. She is available to help you with your research or with any library related questions. You can email her at [ngilman@binghamton.edu](mailto:ngilman@binghamton.edu) or call her at 607-777-4923.

**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

**OCT 642 – Advanced OTD Capstone Experience**  
**COURSE SYLLABUS**  
16-Week Session

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<b>CREDIT HOURS:</b>	Eight (8) credits
<b>PLACEMENT</b>	OTD Entry Level Professional Program
<b>IN CURRICULUM:</b>	Spring-Summer Semester, Third Year
<b>TIME/LOCATION:</b>	16 Weeks Full-time Fieldwork
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for 16-Week Courses: 8-credit course notes:**

This course is a 8-credit course, which means that students are expected to do at least 24.5 hours of course-related work each week outside of class hours during the 16-week session. This includes completing 640 hours of clinical study in the assigned placement in addition to being fully prepared for clinic each day while completing assigned readings, preparing written requirements and other clinical related tasks. Students are required to actively engage in OCT 724, the OTD Capstone Dissemination Seminar while completing this 560 hour placement.

**COURSE DESCRIPTION:**

This final doctoral experience is supervised by a mentor with knowledge in the arena of the 16 full time weeks (560 hours) internship that runs in tandem with the OCT 724 seminar. This is a required in-depth advanced experience in a student-selected arena that is aligned with the student's capstone project including, but not limited to: clinical research, program and policy development, health care advocacy.

**TEACHING STRATEGIES:**

SUPERVISED BY A MENTOR [Standard D 1.6]

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**COURSE OBJECTIVE:**

**[presented with corresponding ACOTE Standard to illustrate what the students will achieve by the end of the semester.**

1. Require that the length of the doctoral capstone experience be a minimum of 14 weeks (560 hours). This may be completed on a part-time basis and must be consistent with the individualized specific objectives and capstone project. No more than 20% of the 560 hours can be completed off site from the mentored practice setting(s), to ensure a concentrated experience in the designated area of interest. Time spent off site may include independent study activities such as research and writing. Prior fieldwork or work experience may not be substituted for this doctoral capstone experience. [Standard D 1.5]
2. Document and verify that the student is mentored by an individual with expertise consistent with the student's area of focus prior to the onset of the doctoral capstone experience. The mentor does not have to be an occupational therapist.[Standard D 1.6]
3. Students will be simultaneously enrolled in a weekly seminar (OCT 724) while participating in the 540 hour capstone placement to ensure completion and dissemination of an individual doctoral capstone project that relates to the doctoral capstone experience and demonstrates synthesis of in-depth knowledge in the focused area of study. [Standard D 1.8]

**EVALUATION METHOD:**

Document a formal evaluation mechanism for objective assessment of the student's performance during and at the completion of the doctoral capstone experience.[Standard D 1.7]

**GRADING POLICY:**

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

Letter Grade	Course Grade
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
F	< 73

**REQUIRED READING MATERIALS:**

Sames, K. (2015). Documenting Occupational Therapy Practice (3rd Ed). Boston: Pearson.  
Academic OTD Capstone Experience Manual (to be published)



#### STYLE MANUAL:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington DC

#### WRITING RESOURCE:

Harris, R. A. (2011). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (3<sup>rd</sup> ed.). Glendale, CA: Pyczak Publishing. ISBN: 9781884585937

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#### ACADEMIC INTEGRITY:

Graduate students enrolled in the OTD- Entry Level Professional Program are expected to adhere to the highest standards of academic honesty and integrity. Academic honesty and integrity are essential behaviors for graduate students to meet the ethical competencies expected of occupational therapy professionals. The Occupational Therapy Code of Ethics serves as a standard to which the students are held accountable. Graduate students are expected to be aware of Binghamton University policies and procedures related to academic honesty and integrity. Students should refer to Binghamton University Bulletin and the Graduate School Manual for policies and procedures related to categories of violations and enforcement procedures.

- Academic Policies and Procedures for All Students: [Binghamton University Bulletin](#)
  - Academic Honesty: [The Graduate School Manual](#)
  - Deborah Yarett Slater [Reference guide to the occupational therapy code of ethics & ethics standards](#). 2016, American Occupational Therapy Association
- 

#### FOR STUDENTS EXPERIENCING DIFFICULTIES:

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be largely related to your course work; if so, I invite you to speak with me (or your other professors) directly. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance, and may require additional professional support. Binghamton University provides a variety of support resources: the Dean of Students Office and University Counseling Center offer coaching on ways to reduce the impact to your grades. Both of these resources can help you manage personal challenges that impact your well-being or ability to thrive at Binghamton University. Accessing them, especially early on, as symptoms develop, can help support your academic success as a University student.

If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

- Dean of Students Office: 607-777-2804
- Decker Student Health Services Center: 607-777-2221
- University Police: On campus emergency, 911
- University Counseling Center: 607-777-2772
- Interpersonal Violence Prevention: 607-777-3062
- Harpur Advising: 607-777-6305
- Office of International Student & Scholar Services: 607-777-2510

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**LIBRARY RESOURCES:**

Neyda Gilman is the librarian for the OTD program. She is available to help you with your research or with any library related questions. You can email her at [ngilman@binghamton.edu](mailto:ngilman@binghamton.edu) or call her at 607-777-4923.

**BINGHAMTON UNIVERSITY**

*OTD Entry Level Professional Program*

**OCT 724 – Capstone Dissemination  
COURSE SYLLABUS**

14-Week Session

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<b>CREDIT HOURS:</b>	Two (2) credits
<b>PLACEMENT IN CURRICULUM:</b>	OTD Entry Level Professional Program Spring-Summer Semester, Third-Fourth Year
<b>TIME/LOCATION:</b>	14 Weeks Online/didactic/Asynchronous. Distance accessible course
<b>FACULTY:</b>	TBA

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**Credit Hours and Expectations for an Online 14-Week Courses: 2-credit course notes:**

This course is a 2-credit course, which means that students are expected to do at least 6.5 hours of course-related work outside of class hours each week of the 14-week session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

**COURSE DESCRIPTION:**

In this course students complete their culminating doctoral project and disseminate the findings from their scholarly work, relating theory to practice and demonstrating synthesis of advanced knowledge. The students present their doctoral project and discuss findings in an on campus, inter-professional forum to address the impact of their Capstone Project on practice.

**TEACHING STRATEGIES:**

PowerPoint slides, audio-visual aids, resources, online learning activities, and assignments will be posted on Blackboard. Collaborative approaches to learning are encouraged through the use of discussion boards and electronic communication. Written assignments support application of occupational therapy practice principles, address emerging practice arenas, and development of analytical thinking and scholarship.

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**COURSE OBJECTIVES:**

**[presented with corresponding ACOTE Standard] to illustrate what the students will achieve by the end of the semester from this course:**

1. Identify the type(s) of clinical reasoning that you used e.g. narrative reasoning, scientific reasoning, theoretical reasoning, as being well-suited, with provision of rationale for your decision to select your modes of dissemination for your capstone project. [Standard B 4.2, B 4.3, B 6.1, B 6.2, B 6.3, B 7.2, B 7.3]
2. Address your capstone outcomes and affirm your reasoning for the outcomes in terms how impactful the project is. [Standard B 4.2, B 4.3, B 4.4, B 4.5, B 5.1, B 6.1, B 6.2, B 6.3]
3. Affirm the possible trends in models of service and potential for evidence in medical, educational, social resources nationally and globally and how your capstone project contributes to this knowledge. [Standard B 4.2, B 4.3, B 5.1]
4. Address how an outcome-based assessment plan can be implemented to document the quality and the quantity of improvement of your Capstone Project. [Standard B.5.2, B 5.3, B 6.1, B 6.2]
5. Engage in professional dialog and to develop your skills in critically appraising presentations in the arena of clinical reasoning in the seminar. [Standard B 4.2, B 4.23]

**EVALUATION METHODS:**

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
Contribute to seminar discussion with thoughtful contributions to facilitate the professional discussion that fosters the development of seminar members final capstone project.	30%	Week 1 to Week 14-15
Submit and lead discussion on your final capstone project.	70%	Week 14-15
<b>Total</b>	<b>100%</b>	<b>End of 14 Week session</b>

**GRADING POLICY:**

Grading of A, A-, B+, B, B-, C+, C, and F applies to this course. The student must achieve a grade of C to pass this course.

<b>Letter Grade</b>	<b>Course Grade</b>
A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
F	< 73

### REQUIRED READING MATERIALS:

Deluliis, E. & Bednarski, J. (2019). *The entry Level Occupational Therapy Doctoral Capstone: A framework for the experience and project*. Thorofare, NJ: Slack, Inc.

DePoy, E. and Gitlin, L.N. (2019). *Introduction to research E-book. Understanding and applying multiple strategies*, 6th Edition. St. Louis: Mosby

*Assigned scholarly articles.*

### STYLE MANUAL:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington DC

### WRITING RESOURCE:

Harris, R. A. (2011). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (3<sup>rd</sup> ed.). Glendale, CA: Pycszak Publishing. ISBN: 9781884585937

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### ACADEMIC INTEGRITY:

Graduate students enrolled in the OTD- Post Professional Program are expected to adhere to the highest standards of academic honesty and integrity. Academic honesty and integrity are essential behaviors for graduate students to meet the ethical competencies expected of occupational therapy professionals.

The Occupational Therapy Code of Ethics serves as a standard to which the students are held accountable. Graduate students are expected to be aware of Binghamton University policies and procedures related to academic honesty and integrity. Students should refer to Binghamton University Bulletin and the Graduate School Manual for policies and procedures related to categories of violations and enforcement procedures.

- Academic Policies and Procedures for All Students: [Binghamton University Bulletin](#)
- Academic Honesty: [The Graduate School Manual](#)
- Deborah Yarett Slater [Reference guide to the occupational therapy code of ethics & ethics standards](#). 2016, American Occupational Therapy Association

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### FOR STUDENTS EXPERIENCING DIFFICULTIES:

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be largely related to your course work; if so, I invite you to speak with me (or your other professors) directly. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance, and may require additional professional support. Binghamton University provides a variety of support resources: the Dean of Students Office and University Counseling Center offer coaching on ways to reduce the impact to your grades. Both of these resources can help you manage personal challenges that impact your well-being or ability to thrive at Binghamton University. Accessing them, especially early on, as symptoms develop, can help support your academic success as a University student.

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- Decker Student Health Services Center: 607-777-2221
- University Police: On campus emergency, 911
- University Counseling Center: 607-777-2772
- Interpersonal Violence Prevention: 607-777-3062
- Harpur Advising: 607-777-6305
- Office of International Student & Scholar Services: 607-777-2510

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#### LIBRARY RESOURCES:

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**BINGHAMTON**  
**UNIVERSITY**  
STATE UNIVERSITY OF NEW YORK

DEPARTMENT OF SYSTEM SCIENCE AND INDUSTRIAL ENGINEERING  
THOMAS J. WATSON SCHOOL OF ENGINEERING AND APPLIED SCIENCE

P.O. Box 6000  
Binghamton, New York 13902-6000  
607-777-6510, Fax: 607-777-4094

Jane Bear-Lehman, PhD, OTR/L, FAOTA, FNAP  
Professor and Division Director of Occupational Therapy  
Decker College of Nursing and Health Sciences  
Binghamton University

RE: Proposed two new Occupational Therapy Doctorates

Dear Dr. Bear-Lehman:

I write in full support of and enthusiasm for the Decker College's two proposed academic programs in Occupational Therapy. In Systems Science and Industrial Engineering we are well positioned and looking forward to the opportunity to engage in interdisciplinary education and research collaboration with the Occupational Therapy Division where engineering design and additive manufacturing materials are used in the enhancement of various methods of occupational therapy therapeutic intervention through the use of the 3D printer and other possibilities.

Sincerely,



Jia Deng, Ph.D.

Assistant Professor, Systems Science and Industrial Engineering  
Thomas J. Watson School of Engineering & Applied Science  
State University of New York at Binghamton

06/21/2020



June 29, 2020

**Jane Bear-Lehman, PhD, OTR/L, FAOTA, FNAP**  
Professor and Division Director of Occupational Therapy  
Decker College of Nursing and Health Sciences  
Binghamton University

**RE:** Proposed simulation experiences for new occupational therapy program

Dear Dr. Bear-Lehman,

The Innovative Simulation and Practice Center (ISPC) housed within Decker College is eager to work with the Occupational Therapy Division to create meaningful and impactful experiences to support student success throughout the program. The ISPC is accredited by the Society for Simulation in Healthcare in the area of Teaching/Education and has been providing simulation experiences for the undergraduate and graduate nursing program for more than a decade.

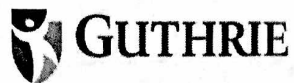
This fall, Decker College will be moving to a new building that will house a 15,000 square foot simulation and learning center designed to incorporate the Occupational Therapy program. Along with traditional simulated hospital and exam rooms, the center has incorporated a home care suite and a kitchen/laundry room for OT student experiences. The ISPC also has an established standardized patient program that will work well with OT simulation needs. As Decker College expands, many opportunities for interprofessional educational experiences will be facilitated for all disciplines within the ISPC, as well.

Sincerely,

A handwritten signature in black ink, appearing to read 'Patricia Reuther', with a long horizontal flourish extending to the right.

Patricia Reuther, MS, RN, CHSE  
Director, Innovative Simulation and Practice  
Decker College of Nursing and Health Sciences  
Binghamton University





To Whom It May Concern.

The Occupational therapy/hand therapy program verbalize its support of the Binghamton University OTD entry level and post professional OTD programs. We will support this community-based program via hosting students once a formal contract has been completed with Guthrie. These clinicals will be approved on a case-by-case basis after prerequisites have been completed. If you have any questions or concerns, please call (607) 973-8959.

Sincerely,

A handwritten signature in black ink, appearing to read "James Wagner", followed by a long horizontal line extending to the right.

James Wagner OTD, OTR/L, CHT, CPAM, CSCS

CCCE (Clinical Coordinator of Continuing Education)



169 Riverside Drive • Binghamton, NY 13905 • (607) 798-5111 • FAX: (607) 798-7681 • [healthcare.ascension.org](http://healthcare.ascension.org)

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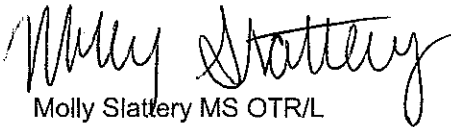
January 7, 2021

To Whom It May Concern,

Ascension Lourdes is in support of the development of the SUNY OTD Entry Level Professional Program. Throughout the Lourdes Ascension organization, we are able to pledge to support one student in each Level I and Level II placements at both Lourdes at Home and Lourdes Hospital. Lourdes Hand Therapy is able to pledge to support one Level I student per semester and one Level II student every other year.

We look forward to the opportunity to partner with Binghamton University in the development of this program and are excited for this important addition to our community.

Sincerely,



Molly Slattery MS OTR/L

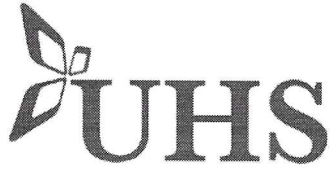
Rehab Supervisor / Occupational Therapist

Lourdes at Home

4102 Vestal Road | Vestal, NY 13850

t: 607-727-6931

At Lourdes, we promise...  
Healthcare that works.  
Healthcare that is safe.  
Healthcare that leaves no one behind.



January 5, 2021

Dear Jane Bear-Lehman PhD, OTR/L FAOTA, FNAP,

United Health Services Hospitals (UHS) is committed to supporting the Level II fieldwork placements of the developing OTD Entry-Level Professional Program at Binghamton University. At United Health Services Hospitals, an estimated 4 clinical placements per year will be available. The locations that will be available to accommodate these placements are as follows:

- UHS Wilson Medical Center (Inpatient Acute Care) -1
- UHS Binghamton General Hospital (Inpatient Acute, Inpatient Rehab, Transitional Care or Outpatient) -1
- UHS Vestal Center (Outpatient Hand Program) -2

If you have any questions, please let me know. We look forward to working together to offer the BU therapy students a rewarding clinical experience.

Sincerely,

Linda Wasser, OTR/L

UHS Physical Therapy and Rehabilitation Director



## Child's Play Occupational Therapy, PLLC

1695 Allen Glen Road Owego, NY 13827

Ph. 607.725.7420 Fax 607.687.4249

Email: [ChildsPlayOT@gmail.com](mailto:ChildsPlayOT@gmail.com)

Visit us at [www.ChildsPlayOT.squarespace.com](http://www.ChildsPlayOT.squarespace.com)

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January 12, 2021

Dear Jane,

On behalf of the Child's Play Occupational Therapy, PLLC agency, I can say with certainty that we are thrilled to support the developing OTD programs of Entry-Level Professional and Post Professional students at Binghamton University. We look forward to the opportunity to collaborate with students and promote the effectiveness of occupational therapy services to the children and families we serve in the Southern Tier and surrounding areas of NYS.

Please consider this letter an official "pledge" of this support. To that end, we are committing to mentor these students in their Level II fieldwork 12-week full time placements taking place in January through June 2028. As an organization of OT clinicians in the pediatric arena, we have the capacity to host multiple students simultaneously, and are open to assisting the best we can in any and all stages of their academic development.

Thank you for your dedication to the profession and the advancement of all of our knowledge in the field. All of us in the area (clinicians, students, and the communities we serve) reap the benefits of the research and education opportunities that you are working to provide.

Thank you,

Meghan McNally CEO, OTD, MASS, OTR/L

CEO Child's Play OT PLLC

Occupational Therapist NYS License#008575-1

Doctor of Occupational Therapy, Master of Arts in Social Science

NDT Trained, TLP Certified, Sensory Integration SIPT Certified#7960

[childsplayot@gmail.com](mailto:childsplayot@gmail.com)

phone 607-725-7420 fax 607-687-4249

Check out our website at [www.ChildsPlayOT.squarespace.com](http://www.ChildsPlayOT.squarespace.com)

On Sun, Jan 3, 2021 at 4:41 PM Reva Reid <[rrreid@stny.rr.com](mailto:rrreid@stny.rr.com)> wrote:

Hi Jane

Happy 2021! So, I got the letter with the request for support and community placements. I am actually in the process of closing my agency and have taken a part time position with another provider... I will be focusing more on my practice as a TVI, so I can't commit to providing assistance for OT students at this time.

Reva

Sent from my iPad

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On Dec 14, 2020, at 11:24 AM, Jane Bear-Lehman  
<[jane.bearlehman@binghamton.edu](mailto:jane.bearlehman@binghamton.edu)> wrote:

Dear Reva,

At this time I need to show support from the community for clinical placements in the OTD Entry Level Professional Program SUNY Proposal. The attached letter describes what I hope you can provide at this time.

Please reach out to me if you have any questions.

Wishing you the best holiday season.

All my Best,  
Jane

Jane Bear-Lehman PhD, OTR/L, FAOTA, FNAP

Professor and Division Director of Occupational Therapy

Decker College of Nursing and Health Sciences

Binghamton University

[jane.bearlehman@binghamton.edu](mailto:jane.bearlehman@binghamton.edu)

mobile: 914-414-2097

Psychosocial Research Unit on Health, Aging and the Community (PRUHAC)  
New York University College of Dentistry  
New York, NY 10010

[jbl285@nyu.edu](mailto:jbl285@nyu.edu)

## Appendix D

### Sample Position Descriptions for New Faculty in the Division of Occupational Therapy

#### **Academic Fieldwork Coordinator for new OTD: Entry Level Professional Program**

The Division of Occupational Therapy in the School of Rehabilitation Sciences within the Decker College of Nursing and Health Sciences at Binghamton University invites applications for the Academic Fieldwork Coordinator (AFWC) faculty position in the developing OTD: Entry-Level Professional program.

This is a full-time, Open Rank, 12-month position with rank and salary commensurate with credentials and experience. The successful candidate will be a creative and collaborative individual who is responsible for the program's compliance with the academic fieldwork requirements of the ACOTE Standards Section C.1.0. The AFWC is responsible for preparing and implementing fieldwork curricula for the OTD: Entry Level Professional Program and will identify and establish partnerships with clinical sites that offer quality clinical learning experiences for our students. The AFWC will serve as the primary instructor in the clinical education seminars and be interested in contributing to program development and creating opportunities for students to participate in innovative interprofessional educational experiences.

The ideal candidate will be licensed or eligible for licensure to practice Occupational Therapy in New York and will possess a post professional-doctorate in OT or a related degree. The successful candidate must have at least three years of post-licensure clinical experience with two years of experience as a Clinical Coordinator or Clinical Instructor, or minimum of two years of experience in teaching, curriculum development and administration experience in an occupational therapy education program. Previous experience with the ACOTE accreditation process particularly as it relates to the clinical education curriculum, an established line of scholarship or clinical research and active membership in the American Occupational Therapy Association are all also desired.

#### **Doctoral Capstone Coordinator for new OTD: Entry Level Professional Program**

The Division of Occupational Therapy in the School of Rehabilitation Sciences within the Decker College of Nursing and Health Sciences at Binghamton University invites applications for the Doctoral Capstone Coordinator (DCC) faculty position in the developing OTD: Entry-Level Professional program.

This is a full-time, Open Rank, 12-month position with rank and salary commensurate with credentials and experience. The successful candidate will be a creative and collaborative individual who is responsible for the program's compliance with the capstone requirements of the ACOTE Standards Section D.1.0. The DCC will be responsible for preparing and implementing doctoral capstone education curricula for the OTD: Entry Level Professional Program, and will identify and establish partnerships with settings that offer quality

opportunities to meet the doctoral capstone experience for our students. The DCC will serve as the primary instructor in the doctoral capstone seminars and will be the lead advisor for the doctoral capstone experience for the OTD: Entry Level Professional students. The DCC will be interested in contributing to program development and creating opportunities for students to participate in innovative interprofessional educational experiences.

The ideal candidate will be licensed or eligible for licensure to practice Occupational Therapy in New York and will possess a post professional-doctorate (OTD). The successful candidate must have at least three years of post-licensure clinical experience with two years of experience as a Clinical Coordinator or Clinical Instructor, or minimum of two years of experience in teaching, curriculum development and administration experience in an occupational therapy education program. Previous experience with the ACOTE accreditation process particularly as it relates to the clinical education curriculum, an established line of scholarship or clinical research and active membership in the American Occupational Therapy Association are all also desired.

### **Tenure Eligible Positions (multiple) - General Position Description**

The Division of Occupational Therapy in the School of Rehabilitation Sciences within the Decker College of Nursing and Health Sciences at Binghamton University invites applications for full-time tenured/tenure-track **Assistant, Associate, or Full Professor** in the School of Rehabilitation Sciences' Division of Occupational Therapy in the OTD: Entry-Level Professional Program and the OTD: Post Professional Program. This is a 9-month appointment with opportunity to teach in both OTD programs and the potential for summer teaching. The successful applicant will be a New York licensed (or NY licensed eligible) occupational therapist with a research doctorate (such as PhD, ScD, EdD) in occupational therapy or a related field, and have a minimum of three years of clinical practice, evidence of engagement in scholarship, and traditional or online teaching experience in area of expertise. Job responsibilities include teaching, scholarly activity (e.g., mentoring students, grant writing, manuscript submissions, and conference presentations), and service to the program, college, university, community, and profession. Teaching excellence and current scholarship/research will determine appointment at the Assistant, Associate, or Full Professor level.

### **Non-Tenure Eligible/Clinical Faculty (multiple) - General Position Description**

The Division of Occupational Therapy in the School of Rehabilitation Sciences within the Decker College of Nursing and Health Sciences at Binghamton University invites applications for full-time non-tenure-track clinical faculty members at the **Instructor, Assistant, Associate, or Full Professor rank** in the School of Rehabilitation Sciences' Division of Occupational Therapy in the OTD: Entry-Level Professional Program and the OTD: Post Professional Program. This is a 9-month appointment with the opportunity to teach in both OTD programs and the potential for summer teaching. The successful applicant will be a New York licensed (or NY licensed eligible) occupational therapist will possess a post professional-doctorate (OTD). The successful candidate must have at least three years of post-licensure clinical experience with a minimum of two years of experience in teaching in area of expertise with preference to experience in curriculum development in an occupational therapy education program. Teaching excellence and experience will determine appointment at the Assistant, Associate, or Full Professor level.



# External Evaluation Report

**Form 2D**

Version 201-08-02

**Institution:** Binghamton University - SUNY

**Evaluator Name (Please print.):** Thomas F. Fisher, PhD, OT, CCM, FAOTA

**Evaluator Title and Institution:** Dean and Professor of Health & Rehabilitation Sciences- Indiana University South Bend

**Evaluator Signature:** *Thomas F. Fisher*

**Proposed Program Title:** Doctor of Occupational Therapy – Entry-Level

**Degree:** OTD

**Date of evaluation:** December 3 & 8, 2020

## I. Program

Occupational Therapy's domain of concern is assisting people to engage in everyday activities (occupations) that they need to do, are expected to do, or want to do in various environments (i.e. work, school, home, community, etc.). This resuming of occupations is addressed regardless of injury, illness, condition or disease. Occupational therapists (OTs) promote health and wellness across the lifespan, through their screenings, evaluations, assessments and interventions. According to the US Bureau of Labor Statistics, employment of occupational therapists is projected to grow 19% from 2019-2029, much faster than the average for all occupations. Because OTs provides services across the lifespan and is employed in a variety of settings, the demand for their services is high. With the growing number of elderly people and the number of children being diagnosed with Autism, the demand for OT practitioners has never been greater.

Careful review of written proposal and two days of review with administrative leadership, campus stakeholders and community partners, led me to conclude the proposal for the Doctor of Occupational Therapy – Entry-Level (OTD-E) in the Decker College of Nursing and Health Sciences, at Binghamton University purpose, structure and plan is comparable to other entry professional programs in the discipline of occupational therapy.

Binghamton University has hired an experienced academic leader to be the Division Director of Occupational Therapy to serve as the program director for the Entry-Level Professional OTD Program and the program director for the newly developing Post Professional OTD, Jane Bear-Lehman, PhD, OTR, FAOTA. She will facilitate the application for the Entry-Level OTD Program. It's my understanding, hiring a full-time Academic Fieldwork Coordinator (AFWC) and a Doctoral Experiential Coordinator will happen during 2021-2022. This will be the next step in achieving a compliment of OT faculty to build the Division of Occupational Therapy within the Decker College at Binghamton University. Together, in her role as the entry-level OTD Program Director, the AFWC, and Doctoral Experiential Coordinator will identify additional core faculty needed in order to comply with accreditation standards for an occupational therapy doctoral (OTD) degree program through the Accreditation Council for Occupational Therapy Education (ACOTE). ACOTE is a part of the AOTA. ACOTE® is recognized as the accrediting agency for occupational therapy education by both the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA). The degree program proposal was comprehensive. The proposal contains a hiring plan to achieve the needed faculty to deliver the entry-level OTD. The plan recognized that the additional faculty will need to compliment the areas of practice of the AFWC, Doctoral Experiential Coordinator to meet the required faculty core needs per standards.

The proposed academic program's curriculum shows rigor and intellectual coherence. During the two days of review, questions were answered and what was written, was affirmed through the interviews with the



variety of stakeholders (campus leadership, Decker College leadership, campus research, budget and others, as well as community practitioners. The proposed program has a distinct focus on rural health, home and community practice, interdisciplinary practice and education (IPE) and rehabilitation technological advances. The graduates of the program will assist the region and contribute greatly to the disciplines of occupational science and rehabilitation science, as well as the profession of occupational therapy. Its location being established in the Southern Tier of New York will allow this rural area in need of this health profession.

I applaud the senior leadership of Binghamton University and Decker College of Nursing and Health Sciences for their vision for this and the other health professions over the past eight years. The planning for this degree program, as well as other degree programs: pharmacy, physical therapy and speech language pathology is commendable.

Dr. Jane Bear-Lehman, the Occupational Therapy Division Director established a program evaluation process which demonstrates assessment, analyzing and continuous quality improvement. Program Evaluation with measurable outcomes for student learners is a critical component of the ACOTE standards and necessary to be awarded candidacy status.

It should be noted, that an advantage Binghamton University has is Dr. Bear-Lehman. She is an experienced, well recognized academician in occupational therapy education who has worked with the New York State Department of Education in the past, when employed by another institution of higher education.

## **II. Faculty**

At the time of the review, the occupational therapy faculty member in place is Dr. Bear-Lehman, the Occupational Therapy Division Director who is serving as the newly developing Program Director for both the OTD- Entry-Level and the OTD- Post-Professional Occupational Therapy Programs. She has the experience, research background, professional service and national recognition in the discipline as seen by her induction into the Roster of Fellows of the American Occupational Therapy Association, and being allowed to use the credentials of "FAOTA". In addition, she has been a part of the OT faculty at prestigious institutions of higher education (i.e. New York University (NYU) and Columbia University). Her academic preparation has been at all research extensive universities – University of Wisconsin- Madison, University of Illinois at Chicago (UIC) and NYU.

As stated earlier, it is my understanding the next full-time hires will be the Academic Fieldwork and the Doctoral Experiential Coordinator for the entry-level OTD Program. These people will serve as core faculty for the Entry-OTD. The plan for hiring additional full-time faculty is described in the proposal and should happen once the degree program is approved by Binghamton University's Faculty Senate and the SUNY System and New York State Department of Education. During our review, we met area occupational therapists who not only committed to accept Binghamton University OT students when they are ready to be assigned to clinical placements, but two had terminal degrees and shared they were interested in collegiate teaching. This is significant to have this level of commitment from the clinical community from a variety of areas of OT practice. And, to have potential faculty members collaborating with the Division Director in the planning of the entry-level program is noteworthy.

The recruitment and hiring plan for faculty is reasonable and comprehensive. Because of the depth and breadth of occupational therapy, the program will need faculty who can address the areas of mental health, physical rehabilitation, upper extremity rehabilitation, children and youth, productive aging, health and wellness as well as primary care and community health.

As a seasoned external reviewer for new programs, I was particularly impressed with the research infrastructure available to faculty on tenure-track. The start-up packages for scientists, program for the mentoring of young scientists and the opportunities for excelling in teaching and learning was evident. These resources and

support are extremely important for new OT faculty with PhDs wanting to be associated with a research extensive university, appointed to tenure-track positions and being successful with funding for their lines of inquiry/research programs. Programs like these at BU are not available at all institutions where there are OT Programs.

During the interviews with the Research & Sponsored Programs and The Research Foundation of SUNY, the method for dispersing of indirect cost recovery (ICR) and the support with statisticians and peer mentoring was encouraging. In fact, we learned of a program called Peers Advancing Scholarship and Sustainability (PASS) available at Binghamton University, which is effective and promotes the building of science. Not all universities have such established and effective programs for faculty. Occupational Therapy Faculty hired on tenure track lines will be provided the assistance needed to be successful in the research enterprise. Everyone we spoke to both faculty and staff was very supportive of this program and acknowledged how they would support it and provide resources needed.

Faculty instructional effort/workload was explicit and described the teaching both on tenure lines and non-tenure lines. And, as an external reviewer, I was told that the Dean in Decker College, Dr. Ortiz, and the Division Director have latitude and flexibility of their teaching workloads based on the faculty member, instructional needs and program demands. The curriculum in the entry-level OTD Program there is a research project which faculty will mentor graduate professional students in the research process. Because the program goes through the summer, faculty will be offered 10 month or 12-month contracts. Based on the type of contract and the track the faculty member is placed, will determine their workload,

### **III. Students**

Administration reports BU receives 40K applications for undergraduates. They admit 2,800; approximately 10-12% of these are non-resident students. There are undergraduate majors that could potentially apply to this OTD graduate program, specifically, Biology and Psychology majors. The diversity of students at BU is comparable to other large public universities, according to the Senior Assistant Dean of Enrollment and Academic Success. In the Fall of 2020, the American Occupational Therapy Association (AOTA)'s Division of Education reported to the Academic Leadership Council, of which I am a member, of the 7, 028 qualified students who applied to OTD programs in the USA, only 1,380 students were admitted, leaving thousands of qualified students not admitted. Thus there is a significant pool of students searching for graduate OT Programs to accept them. These students not accepted recognize the demand for occupational therapists is high and are looking for programs to accept them so they can meet the workforce demand.

The Pre-Health Program within the Harper College (Liberal Arts & Sciences) has an assigned professional advisor with a 1:80 ratio. In addition, the School of Education has opportunities for occupational therapy students to learn besides those going into special education.

Binghamton University (BU) is a well-respected and recognized institution of higher education. Students wishing to become occupational therapists will be considering universities that have such a reputation as BU. They will also be attracted to BU because of its ranking in US News & World Report, as well as it being an institution with a highly regarded nationally. When students begin to compare BU's program with others, they will identify that the curriculum is thoughtfully designed, will meet the student learning outcomes needed to be successful in preparing for a lifelong career as occupational therapists.

The curriculum will be delivered in a face-to-face format at the Johnson City campus location. This campus has new state-of-the-art facilities, including a 15K sq. ft. Innovative Simulation and Practice Center. This six-floor building for Decker College of Nursing and Health Sciences was most impressive to tour virtually. Other features of the building and environment include its own library, 8 innovative instruction rooms, virtual reality space, a dining hall, a comprehensive Activities of Daily Living Laboratory, multiple small study rooms and heated sidewalks (for inclement weather). Many of these features are what savvy graduate students seek to find in

a graduate program they will be enrolled for three years. Finally, the trans-disciplinary and inter-professional practice and education (IPE) opportunities available in this program is also appealing to students. During their observation hours pre-admission, they will see how close OTs work with nurses, physical therapists, speech language pathologists and others in the field and determine to learn with, among and from others as students will prepare them well for their professional careers. Target enrollments shared in the proposal are achievable based on my experience in OT Education for more than 25 years.

Lastly, the Center for Learning and Teaching to prepare faculty how to instruct graduate students will be recognized by the students and thus will build its reputation in entry-level OT Education as they network with other students from other institutions when participating in the professional organizations like the AOTA and New York State OT Association. In addition, the Institute for Childhood Development is the most comprehensive program I have ever seen. The clinics and the learning opportunities are endless, as are the degree programs. I learned there is a PhD in Autism Studies. Children and Youth is an area of practice in OT where 25% find their careers. Children on the Autism Spectrum are growing and many new therapists move in this direction for clinical practice. Having exposure and access to these specialty clinics and Institute will be attractive to students aspiring to practice in pediatrics.

#### **IV. Resources**

During this external review, I was in awe with the resources, facilities and institutional commitment for this Division of Occupational Therapy for both this degree program. This program is a part of the Roadmap to Success that the President and Provost began eight years ago. As reviewers, we were informed monies for this OTD program start-up came from a variety of resources, so it could be established as a state-of-the-art program and facilities. Funding is coming from the University Foundation, reserves and grants. We were assured by the Chief Finance Officer, Provost and Dean that the proposed budget will happen as they are committed to the success of occupational therapy.

Technology opportunities are phenomenal. Dr. Bear-Lehman has established a relationship with the Watson College of Engineering & Applied Science. During this visit, we were shown the plethora of technology students will have access, including multiple 3-D printers.

There was no lack of resources evidenced in the proposal or during our interviews with multiple campus personnel and stakeholders. In my expert opinion, BU is positioned to be very successful with this OTD-Entry Level Program and is applauded for making this needed program available in the region.

#### **V. Summary Comments and Additional Observations:**

##### **Major strengths:**

- Binghamton University's Reputation – where cost of living is reasonable
- Experienced and Highly Regarded Program Director – Dr. Jane Bear-Lehman
- Ability to contribute to occupational and rehabilitation science allowing BU to achieve national and global prominence in occupational therapy because of the resources and collaborations available
- Part of mega university, providing graduates to the region and beyond
- Rigor and high-quality curriculum

##### **Potential Areas of Weakness:**

- Having the two Doctor of Occupational Therapy Proposals: OTD-Entry-Level Professional and OTD-Post-Professional Program approval through Binghamton University Faculty Senate in a timely manner
- Establishing and approval of tuition for the OTD Degree



# External Evaluation Report

**Form 2D**

Version 201-08-02

The External Evaluation Report is an important component of a new academic program proposal. The external evaluator's task is to examine the program proposal and related materials, visit the campus to discuss the proposal with faculty and review related instructional resources and facilities, respond to the questions in this Report form, and submit to the institution a signed report that speaks to the quality of, and need for, the proposed program. The report should aim for completeness, accuracy and objectivity.

The institution is expected to review each External Evaluation Report it receives, prepare a single institutional response to all reports, and, as appropriate, make changes to its program proposal and plan. Each separate External Evaluation Report and the Institutional Response become part of the full program proposal that the institution submits to SUNY for approval. If an external evaluation of the proposed program is required by the New York State Education Department (SED), SUNY includes the External Evaluation Reports and Institutional Response in the full proposal that it submits to SED for registration.

**Institution:** Binghamton University

**Evaluator Name (Please print.):** Wendy Coster, PhD, OTR/L, FAOTA

**Evaluator Title and Institution:** Professor and Chair of Occupational Therapy, Boston University

**Evaluator Signature:**

**Proposed Program Title:** Doctor of Occupational Therapy

**Degree:** OTD: Entry-Level Professional

**Date of evaluation:** December 3 & 8, 2020

## I. Program

1. Assess the program's **purpose, structure, and requirements** as well as formal mechanisms for program **administration and evaluation**. Address the program's academic rigor and intellectual coherence.

The purpose of the program is to provide preparation for entry-level practice as an occupational therapist to students who have successfully completed a bachelor's degree in another field.

The program is a 98-credit, September only start, didactic and clinical full-time curriculum offered over 9 contiguous semesters. The program design and requirements satisfy the current standards for an approved program established by the Accreditation Council for Occupational Therapy (ACOTE, 2018). Completion of the OTD degree will qualify graduates to sit for the National Board for Certification in Occupational Therapy (NBCOT®) certification exam and to obtain a state license to practice.

The program currently has a director who is responsible for development of the curriculum described in the proposal, and will be responsible for recruiting and hiring the faculty necessary to deliver the program once approved. The program director has the education (entry-level occupational therapy education and PhD), clinical experience, and experience in administration of an occupational therapy education program that are required for this position by the ACOTE accreditation standards.

The program proposes to develop graduates with “who demonstrate the skills, knowledge, clinical reasoning, and differential diagnostics to enhance health and day-to-day function of those they serve across the lifespan at the individual, community, and society levels”. This statement reflects the core focus of the profession and functions of the OT practitioner. The curriculum designed to achieve this goal reflects current models and definitions of practice, including the WHO *International Classification of Functioning, Disability and Health* and the *Occupational Therapy Practice Framework (4<sup>th</sup> ed.)* and includes a rigorous sequence of courses and clinical fieldwork experiences. The curriculum reflects the breadth of the profession, including a lifespan perspective and preparation to work with populations that are diverse in terms of age, clinical conditions, and socio-cultural background. In addition, as appropriate to an advanced degree, the curriculum prepares graduates to engage in critical thinking about practice and to conduct scholarly inquiry on questions related to practice.

2. Comment on the **special focus** of this program, if any, as it relates to the discipline.

The entry-level OTD degree is intended to prepare graduates who are generalists, that is who are prepared for beginning practice in any setting. It does not involve specialization in a specific area of practice, nor does it involve the in-depth preparation for a research-oriented scholarly career that characterizes a PhD degree.

3. Comment on the plans and expectations for **self-assessment and continuous improvement**.

The ACOTE Accreditation Standards lay out a number of areas that approved programs must assess on a regular or annual basis, including faculty effectiveness; effectiveness of instructional design; students’ competency in professional behaviors, progression through the program and retention rates; student satisfaction; and quality of doctoral capstones. Summaries of the outcomes of the program’s assessment of these areas may be requested by ACOTE as part of the required annual report. This process would begin when the first class is admitted to the approved program. ACOTE also requires that an annual report on the proportion of graduates who pass the certification exam be made public, and considers the success rate as one of the metrics for evaluation of the quality and rigor of the program.

The Decker College of Nursing and Health Sciences Graduate Curriculum Committee, which includes the Division Director for Occupational Therapy, will evaluate the curriculum on an ongoing basis. The Director of the College Graduate Programs and the program director of the OTD program will be responsible for the revision and update of the University wide assessment program, WEAVE, which is used by the University to ensure each program and the university are meeting Middle States criteria. WEAVE establishes program-specific measurements of learning with benchmarks that indicate successful learning. The associated finding of each learning measurement is evaluated against its benchmark annually. If a finding does not meet its benchmark, a remediation plan is established.

These program level and college level evaluation mechanisms are comparable with the mechanisms used by well-regarded OTD programs at other universities.

4. Discuss **the relationship** of this program to other programs of the institution and collaboration with other institutions, and assess available support from related programs.

The proposed program is one of a set of professional-entry programs that are being developed in response to the University's Strategic Plan "Road to Renewal", which established a priority to develop a College of Nursing and Health Sciences. The OTD, DPT, and MS-SLP programs are all in the process of development, which is enabling them to coordinate efforts, for example in exploring and developing potential sites for clinical training and developing activities to support inter-professional education. This represents a significant advantage relative to other schools where the programs have often developed on separate trajectories. The extension of this inter-professional initiative is supported by the Center for Inter-Professional Education and Research at the College. The program director for the entry-level OTD has already begun to establish relationships with Biomedical and Systems Science Engineering, Department of Psychology, and Department of Teaching and Learning, which includes the Institute of Child Development. In speaking with representatives from these other divisions, it was clear that they would welcome collaboration with occupational therapy faculty and students and view this addition as a valuable complement to the existing expertise of their programs.

The new program will offer a highly desirable career route to the many excellent undergraduate students at Harper College who are interested in occupational therapy. Currently those students must leave Binghamton after earning their bachelor's degree to obtain their occupational therapy education elsewhere. This new program could attract those strong students to remain at the University.

5. What is the evidence of **need** and **demand** for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

The entry-level OTD degree has been offered by academic institutions in other states for over 5 years and there are now over 100 programs offering the entry-level OTD degree. However, New York state only recently approved state programs to offer the degree; prior to then only the Master's entry-level degree was approved. As a result, there are currently only 2 private, high-tuition institutions in the state that offer this degree. There is no unit within the state university system with an entry-level OTD program for NY students who are looking for a quality graduate professional program with an affordable cost within their home state.

## II. Faculty

6. **Evaluate the faculty**, individually and collectively, with regard to training, experience, research and publication, professional service, and recognition in the field.

At present, the only faculty member is Dr. Jane Bear-Lehman, who was hired as Division Director to design the proposed program. As stated above, Dr. Bear-Lehman has the education, expertise in program development and administrative experience necessary to fulfill this role.

7. **Assess the faculty in terms of number and qualifications and plans for future staffing.** Evaluate **faculty responsibilities** for the proposed program, taking into account their other institutional and programmatic commitments. Evaluate faculty **activity in generating funds** for research, training, facilities, equipment, etc.

Discuss any **critical gaps and plans for addressing them.**

The proposed plan for hiring once the program has been approved, is well-thought through, and appears sufficient to meet the needs for start-up.

**8. Evaluate credentials and involvement of adjunct faculty and support personnel.**

Not applicable.

### **III. Students**

**9. Comment on the student population the program seeks to serve, and assess plans and projections for student recruitment and enrollment.**

The proposed program will serve two important populations: 1) undergraduate students at Harper College who are seeking graduate education to prepare for a career in occupational therapy; 2) other NY state residents seeking an OTD degree at a high-quality, affordable institution. The program will likely also attract students from outside NY state and international students given its strengths in terms of quality and cost. The program proposes to recruit a class of 25 students to ensure that there are an adequate number of clinical placements to meet the requirements.

**10. What are the prospects that recruitment efforts and admissions criteria will supply a sufficient pool of highly qualified applicants and enrollees?**

The program director has established a relationship with the University's Pre-Health advisor. There is an active undergraduate Pre-OT club on campus, which is a clear indication of interest among current students. Among existing strong OTD programs, the number of applications far exceeds the number of places available, indicating that the pool of qualified applicants is more than adequate to ensure the class would be filled.

**11. Comment on provisions for encouraging participation of persons from underrepresented groups. Is there adequate attention to the needs of part-time, minority, or disadvantaged students?**

The professional program is not designed for part-time study. Recruitment practices and procedures will follow processes established by the Binghamton University Office of Diversity, Equity, and Inclusion. Recruitment will utilize a combination of digital marketing and traditional channels, including outreach to historically underrepresented groups such as Historically Black Colleges. The College of Nursing and Health Sciences also employs a Director of Diversity, Equity and Inclusion to foster an inclusive culture that is welcoming for all students.

**12. Assess the system for monitoring students' progress and performance and for advising students regarding academic and career matters.**

Each student will have an assigned faculty adviser/mentor in the professional program, which is the standard approach in the field. Since students within a cohort all follow the same required course sequence, advising is focused on professional and personal development rather than course selection. This approach to advising ensures the student has access to someone who is knowledgeable about the field as well as the curriculum and program expectations.

**13. Discuss prospects for graduates' post-completion success, whether **employment, job advancement, future study, or other outcomes related to the program's goals.****

Prospects for employment are excellent at present, with some service delivery agencies reporting a high number of unfilled positions (e.g., public schools). The aging population also is contributing to a projected increase in the number of occupational therapists needed in the decade ahead. The entry-level OTD program, in comparison to Masters'-level programs, prepares graduates with advanced skills to move more rapidly into positions of leadership in practice.

#### **IV. Resources**

**14. Comment on the adequacy of physical **resources** and **facilities**, e.g., library, computer, and laboratory facilities; practica and internship sites or other experiential learning opportunities, such as co-ops or service learning; and support services for the program, including use of resources outside the institution.**

The program will be housed in the new Decker College of Nursing and Health Sciences building, which was designed with the anticipated instructional needs of the new program in mind. A detailed review of the building facilities confirmed that the building has excellent resources to support diverse teaching needs, ranging from clinical simulation labs to lecture rooms and rooms for small group work. The in-built technology is up-to-date and provides additional and flexible support for instruction.

Availability of diverse and supportive clinical placement sites is a critical factor affecting success of a new program. In meetings with community clinical services providers it was clear that there is strong support for the program and willingness to provide clinical placements for OTD students. Some of the opportunities for clinical training are unique to the rural setting of the program and may prove an additional attraction for prospective students.

**15. What is the **institution's commitment** to the program as demonstrated by the operating budget, faculty salaries, the number of faculty lines relative to student numbers and workload, and discussions about administrative support with faculty and administrators?**

The required resources have been committed by the institution, with an understanding of expected faculty loads and responsibilities.

#### **V. Summary Comments and Additional Observations**

**16. Summarize the **major strengths and weaknesses** of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered.**

Major strengths:

- The program responds to a priority in the University Strategic Plan.
- The College has hired an experienced educator who has previous experience establishing and directing an entry level program in occupational therapy.
- The proposed curriculum is well-grounded in current practice frameworks in the field and addresses the content required for a well-prepared entry-level occupational therapy practitioner.



- There is an existing pool of well-prepared students at the University who are interested in occupational therapy graduate education. Furthermore, there is no existing OTD program within the SUNY system to meet this need among students at other campuses.
- The program will be housed in a new facility designed specifically to meet the instructional needs of the new health-related professional programs (OT, PT, SLP).
- The proposed program has clear support from related disciplines at the University and is viewed as a potential collaborator in clinical service provision, instructional, and research activities.
- The absence of competitor programs in the area, the clear needs of the Binghamton community, and the solid support from community clinical service providers will greatly facilitate securing the number of placements required to support the proposed class of 25 students.

Weaknesses:

- Securing the advantages described in this report will depend in part on timely consideration and approval of the proposed program by the various governing bodies of the University and State of NY. This factor is largely outside the control of the program director, but will have important impact on a successful launch of the program.
- The program director and College will need to be very strategic to secure appropriate faculty in a period when competition for occupational therapy faculty is exceptionally strong. The program has numerous advantages identified in this report that it will need to market convincingly to potential candidates in order to be successful. As a way to expand the available pool, the program may want to consider implementing a strong faculty mentorship/faculty development model to support new instructors who have only limited previous academic experience (e.g., local practitioners).
- The tuition rate has not been finalized. To be competitive, the tuition differential granted to other clinical doctoral programs in the SUNY system should also be set for the OTD program.

**17.** If applicable, particularly for graduate programs, comment on the ways that this program will make a **unique contribution** to the field, and its likelihood of achieving State, regional and/or national **prominence**.

As detailed in this report, the proposed graduate program would be unique within the SUNY system and is in a position to offer a rigorous, high quality program with the resources being provided to it. Beyond its prominence within NY state, over time and with sustained support, the program could also achieve regional or even national prominence, as seen with OTD programs in other state universities such as UNC-Chapel Hill, the Ohio State University, and Colorado State University.

**18.** Include any **further observations** important to the evaluation of this program proposal and provide any **recommendations** for the proposed program.



The State University  
of New York

**External Reviewer Conflict of Interest Statement**

I am providing an external review of the application submitted to the State University of New York by:  
**SUNY- Binghamton**

\_\_\_\_\_  
(Name of Institution or Applicant)

The application is for (circle A or B below)

A) New Degree Authority

B) Registration of a new academic program by an existing institution of higher education:

\_\_\_\_\_  
**Doctor of Occupational Therapy**  
**(Title of Proposed Program)**

I affirm that I:

1. am not a present or former employee, student, member of the governing board, owner or shareholder of, or consultant to the institution that is seeking approval for the proposed program or the entity seeking approval for new degree authority, and that I did not consult on, or help to develop, the application;
2. am not a spouse, parent, child, or sibling of any of the individuals listed above;
3. am not seeking or being sought for employment or other relationship with the institution/entity submitting the application?
4. do not have now, nor have had in the past, a relationship with the institution/entity submitting the application that might compromise my objectivity.

Name of External Reviewer (please print):

Wendy Coster  
\_\_\_\_\_

Signature: \_\_\_\_\_



### **Institutional Response External Review for the OTD: Entry-Level Program**

I appreciate the expertise that Dean Thomas Fisher and Dr. Wendy Coster have provided in their thorough reviews. Their description of the program's strengths, shown below, will serve as the guidelines in crafting the program launch. The areas of potential weakness follow with my comment of the possible operative approaches that will be implemented.

#### **Major strengths:**

- Binghamton University's Reputation – where cost of living is reasonable
- The program responds to a priority in the University Strategic Plan;
- The College has hired an experienced educator who has previous experience establishing and directing an entry level program in occupational therapy;
- The proposed rigor and high-quality curriculum are well-grounded in current practice frameworks in the field and addresses the content required for a well-prepared entry-level occupational therapy practitioner;
- There is an existing pool of well-prepared students at the University who are interested in occupational therapy graduate education; furthermore, there is no existing OTD program within the SUNY system to meet this need among students at other campuses;
- Ability to contribute to occupational and rehabilitation science allowing Binghamton University to achieve national and global prominence in occupational therapy because of the resources and collaborations available;
- The program will be housed in a new facility designed specifically to meet the instructional needs of the new health-related professional programs (OT, PT, SLP);
- The proposed program has clear support from related disciplines at the University and is viewed as a potential collaborator in clinical service provision, instructional, and research activities;
- The absence of competitor programs in the area, the clear needs of the Binghamton community, and the solid support from community clinical service providers will greatly facilitate securing the number of placements required to support the proposed class of 25 students.

#### **Weaknesses:**

- Securing the advantages described in this report will depend in part on timely consideration and approval of the proposed program by the various governing bodies of the University and State of NY. This factor is largely outside the control of the program director, but will have important impact on a successful launch of the program.
  - *Upon the arrival of the two external review reports, the OTD Programs were given a February 11, 2021 deadline for proposal submission to the Graduate School to begin the campus review process.*
- The tuition rate has not been finalized. To be competitive, the tuition differential granted to other clinical doctoral programs in the SUNY system should also be set for the OTD program.
  - *The CFO Michael McGoff (just retired) and new CFO John Cordi have both advised to use the clinical doctorate tuition rate of the DPT or DNP for the OTD.*
- The program director and College will need to be very strategic to secure appropriate faculty in a period when competition for occupational therapy faculty is exceptionally strong. The program has numerous advantages identified in this report that it will need to market convincingly to potential candidates in order to be successful. As a way to expand the available pool, the program may want to consider implementing a strong faculty mentorship/faculty development model to support new instructors who have only limited previous academic experience (e.g., local practitioners).

- *Strategic recruitment has always been a continual and important process to develop and to sustain faculty nationally for existing and new academic programs in the field of Occupational Therapy. Thus, I have found great success in recruiting and growing faculty members that, in addition to traditional measures (e.g. use of search firms), in order to successfully recruit it is very important, as the Division Director, to be an integral member of the American Occupational Therapy Association's Academic Leadership Council to work with the other OT leaders in research intensive universities in order to be aware of PhD prepared graduates across the nation as well as those who have participated in Post-Doc experiences. This has been a very important network for recruitment as well as for mentoring and securing tenure reviews. Moreover, newly minted PhD graduates need to be able to envision how their academic career can be supported in their new faculty appointments and to know that the university can support their research enterprise. Thus, I have been forming relationships that will likely lead to pathways among the many opportunities Binghamton offers in the professions and disciplines who often work closely with OT such as, but not limited to, Watson (Engineering) Departments of SSIE and Biomedical Engineering and Harpur (Liberal Arts and Sciences) Departments of Psychology and Neuroscience. Also, it is very important to work closely with Scholars in Decker (Nursing/Health Sciences), Harpur, and Watson for development of active engagement of a mentoring plan.*

**Appendix G  
2018 ACOTE Standards**

**2018 Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide  
(effective July 31, 2020)**

STANDARD NUMBER	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
<b>PREAMBLE</b>				
	<p>The dynamic nature of contemporary health and human services delivery systems provides opportunities for the occupational therapist to possess the necessary knowledge and skills as a direct care provider, consultant, educator, manager, leader, researcher, and advocate for the profession and the consumer.</p> <p>A graduate from an ACOTE-accredited doctoral-degree-level occupational therapy program must</p> <ul style="list-style-type: none"> <li>• Have acquired, as a foundation for professional study, a breadth and depth of knowledge in the liberal arts and sciences and an understanding of issues related to diversity.</li> <li>• Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.</li> <li>• Have achieved entry-level competence through a combination of didactic, fieldwork, and capstone education.</li> <li>• Be prepared to evaluate and choose appropriate theory to inform practice.</li> <li>• Be prepared to articulate and apply occupational therapy theory through evidence-based evaluations and interventions to achieve expected outcomes as related to occupation.</li> <li>• Be prepared to articulate and apply</li> </ul>	<p>The dynamic nature of contemporary health and human services delivery systems requires the occupational therapist to possess basic skills as a direct care provider, consultant, educator, manager, leader, researcher, and advocate for the profession and the consumer.</p> <p>A graduate from an ACOTE-accredited master's-degree-level occupational therapy program must</p> <ul style="list-style-type: none"> <li>• Have acquired, as a foundation for professional study, a breadth and depth of knowledge in the liberal arts and sciences and an understanding of issues related to diversity.</li> <li>• Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.</li> <li>• Have achieved entry-level competence through a combination of didactic and fieldwork education.</li> <li>• Be prepared to choose appropriate theory to inform practice.</li> <li>• Be prepared to articulate and apply occupational therapy theory through evidence-based evaluations and interventions to achieve expected outcomes as related to occupation.</li> <li>• Be prepared to articulate and apply therapeutic use of occupations with</li> </ul>	<p>The dynamic nature of contemporary health and human services delivery systems requires the occupational therapy assistant to possess basic skills as a direct care provider, educator, manager, leader, and advocate for the profession and the consumer.</p> <p>A graduate from an ACOTE-accredited baccalaureate-degree-level occupational therapy assistant program must</p> <ul style="list-style-type: none"> <li>• Have acquired an educational foundation in the liberal arts and sciences, including a focus on issues related to diversity.</li> <li>• Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.</li> <li>• Have achieved entry-level competence through a combination of didactic and fieldwork education.</li> <li>• Define theory as it applies to practice.</li> <li>• Be prepared to articulate and apply occupational therapy principles and intervention tools to achieve expected outcomes as related to occupation.</li> <li>• Be prepared to articulate and apply therapeutic use of occupations with persons, groups, and populations for the purpose of facilitating performance and participation in</li> </ul>	<p>The dynamic nature of contemporary health and human services delivery systems requires the occupational therapy assistant to possess basic skills as a direct care provider, educator, manager, leader, and advocate for the profession and the consumer.</p> <p>A graduate from an ACOTE-accredited associate-degree-level occupational therapy assistant program must</p> <ul style="list-style-type: none"> <li>• Have acquired an educational foundation in the liberal arts and sciences, including a focus on issues related to diversity.</li> <li>• Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.</li> <li>• Have achieved entry-level competence through a combination of didactic and fieldwork education.</li> <li>• Define theory as it applies to practice.</li> <li>• Be prepared to articulate and apply occupational therapy principles and intervention tools to achieve expected outcomes as related to occupation.</li> <li>• Be prepared to articulate and apply therapeutic use of occupations with persons, groups, and populations for the purpose of facilitating performance and participation in</li> </ul>

STANDARD NUMBER	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
	<p>therapeutic use of occupations with persons, groups, and populations for the purpose of facilitating performance and participation in activities, occupations, and roles and situations in home, school, workplace, community, and other settings, as informed by the Occupational Therapy Practice Framework.</p> <ul style="list-style-type: none"> <li>• Be able to plan and apply evidence-based occupational therapy interventions to address the physical, cognitive, functional cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being, and quality of life, as informed by the Occupational Therapy Practice Framework.</li> <li>• Be prepared to be a lifelong learner to keep current with evidence-based professional practice.</li> <li>• Uphold the ethical standards, values, and attitudes of the occupational therapy profession.</li> <li>• Understand the distinct roles and responsibilities of the occupational therapist and the occupational therapy assistant in the supervisory process for service delivery.</li> <li>• Be prepared to effectively collaborate with and supervise occupational therapy assistants in service delivery.</li> <li>• Be prepared to effectively communicate and work interprofessionally with all who provide services and programs for</li> </ul>	<p>persons, groups, and populations for the purpose of facilitating performance and participation in activities, occupations, and roles and situations in home, school, workplace, community, and other settings, as informed by the Occupational Therapy Practice Framework.</p> <ul style="list-style-type: none"> <li>• Be able to plan and apply evidence-based occupational therapy interventions to address the physical, cognitive, functional cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being, and quality of life, as informed by the Occupational Therapy Practice Framework.</li> <li>• Be prepared to be a lifelong learner to keep current with evidence-based professional practice.</li> <li>• Uphold the ethical standards, values, and attitudes of the occupational therapy profession.</li> <li>• Understand the distinct roles and responsibilities of the occupational therapist and the occupational therapy assistant in the supervisory process for service delivery.</li> <li>• Be prepared to effectively collaborate with and supervise occupational therapy assistants in service delivery.</li> <li>• Be prepared to effectively communicate and work interprofessionally with all who provide services and programs for persons, groups, and populations.</li> </ul>	<p>activities, occupations, and roles and situations in home, school, workplace, community, and other settings, as informed by the Occupational Therapy Practice Framework.</p> <ul style="list-style-type: none"> <li>• Be able to apply evidence-based occupational therapy interventions to address the physical, cognitive, functional cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being, and quality of life, as informed by the Occupational Therapy Practice Framework.</li> <li>• Be prepared to be a lifelong learner to keep current with evidence-based professional practice.</li> <li>• Uphold the ethical standards, values, and attitudes of the occupational therapy profession.</li> <li>• Understand the distinct roles and responsibilities of the occupational therapist and the occupational therapy assistant in the supervisory process for service delivery.</li> <li>• Be prepared to effectively collaborate with occupational therapists in service delivery.</li> <li>• Be prepared to effectively communicate and work interprofessionally with all who provide services and programs for persons, groups, and populations.</li> <li>• Be prepared to advocate as a professional for access to occupational therapy services offered and for the</li> </ul>	<p>activities, occupations, and roles and situations in home, school, workplace, community, and other settings, as informed by the Occupational Therapy Practice Framework.</p> <ul style="list-style-type: none"> <li>• Be able to apply evidence-based occupational therapy interventions to address the physical, cognitive, functional cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being, and quality of life, as informed by the Occupational Therapy Practice Framework.</li> <li>• Be prepared to be a lifelong learner to keep current with evidence-based professional practice.</li> <li>• Uphold the ethical standards, values, and attitudes of the occupational therapy profession.</li> <li>• Understand the distinct roles and responsibilities of the occupational therapist and the occupational therapy assistant in the supervisory process for service delivery.</li> <li>• Be prepared to effectively collaborate with occupational therapists in service delivery.</li> <li>• Be prepared to effectively communicate and work interprofessionally with all who provide services and programs for persons, groups, and populations.</li> </ul>

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	<p>persons, groups, and populations.</p> <ul style="list-style-type: none"> <li>• Be prepared to advocate as a professional for access to occupational therapy services offered and for the recipients of those services.</li> <li>• Be prepared to be an effective consumer of the latest research and knowledge bases that support occupational therapy practice and contribute to the growth and dissemination of research and knowledge.</li> <li>• Demonstrate in-depth knowledge of delivery models, policies, and systems related to practice in settings where occupational therapy is currently practiced and settings where it is emerging.</li> <li>• Demonstrate active involvement in professional development, leadership, and advocacy.</li> <li>• Demonstrate the ability to synthesize in-depth knowledge in a practice area through the development and completion of a doctoral capstone in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared to advocate as a professional for access to occupational therapy services offered and for the recipients of those services.</li> <li>• Be prepared to be an effective consumer of the latest research and knowledge bases that support occupational therapy practice and contribute to the growth and dissemination of research and knowledge.</li> <li>• Demonstrate active involvement in professional development, leadership, and advocacy.</li> </ul>	<p>recipients of those services.</p> <ul style="list-style-type: none"> <li>• Demonstrate active involvement in professional development, leadership, and advocacy.</li> <li>• Demonstrate the ability to synthesize in-depth knowledge in a practice area through the development and completion of a baccalaureate project in one or more of the following areas: clinical practice skills, administration, leadership, advocacy, and education.</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared to advocate as a professional for access to occupational therapy services offered and for the recipients of those services.</li> <li>• Demonstrate active involvement in professional development, leadership, and advocacy.</li> </ul>
<p><i>FOR ALL STANDARDS LISTED BELOW, IF ONE COMPONENT OF THE STANDARD IS NONCOMPLIANT, THE ENTIRE STANDARD WILL BE CITED. THE PROGRAM MUST DEMONSTRATE COMPLIANCE WITH ALL COMPONENTS OF THE STANDARD IN ORDER FOR THE AREA OF NONCOMPLIANCE TO BE REMOVED.</i></p>				



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<b>SECTION A: GENERAL REQUIREMENTS</b>				
<b>A.1.0. SPONSORSHIP AND ACCREDITATION</b>				
<b><i>A.1.1. Institutional Accreditation</i></b>				
A.1.1.	The sponsoring institution(s) and affiliates, if any, must be accredited by the recognized regional accrediting authority. For programs in countries other than the United States, ACOTE will determine an equivalent external review process.	The sponsoring institution(s) and affiliates, if any, must be accredited by the recognized regional accrediting authority. For programs in countries other than the United States, ACOTE will determine an equivalent external review process.	The sponsoring institution(s) and affiliates, if any, must be accredited by the recognized regional accrediting authority.	The sponsoring institution(s) and affiliates, if any, must be accredited by a recognized regional or national accrediting authority.
<b><i>A.1.2. Institutional Authority</i></b>				
A.1.2.	Sponsoring institution(s) must be authorized under applicable law or other acceptable authority to provide a program of postsecondary education and have appropriate doctoral degree-granting authority.	Sponsoring institution(s) must be authorized under applicable law or other acceptable authority to provide a program of postsecondary education and have appropriate degree-granting authority.	Sponsoring institution(s) must be authorized under applicable law or other acceptable authority to provide a program of postsecondary education and have appropriate degree-granting authority, or the institution must be a program offered within the military services.	Sponsoring institution(s) must be authorized under applicable law or other acceptable authority to provide a program of postsecondary education and have appropriate degree-granting authority, or the institution must be a program offered within the military services.
<b><i>A.1.3. Institutional Setting</i></b>				
A.1.3.	Accredited occupational therapy educational programs must be established in senior colleges, universities, or medical schools.	Accredited occupational therapy educational programs must be established in senior colleges, universities, or medical schools.	Accredited occupational therapy assistant educational programs must be established in community, technical, junior, and senior colleges; universities; medical schools; or military institutions.	Accredited occupational therapy assistant educational programs must be established in community, technical, junior, and senior colleges; universities; medical schools; vocational schools or institutions; or military institutions.
<b><i>A.1.4. Sponsoring Institution Responsibilities</i></b>				
A.1.4.	The sponsoring institution(s) must assume primary responsibility for appointment of faculty, admission of students, and curriculum planning at all locations where the program is offered. This would include course content, satisfactory completion of the educational program, and granting of the degree. The sponsoring institution(s) must also be responsible for the coordination of classroom teaching and supervised fieldwork practice and for providing assurance that the practice activities assigned to students in a fieldwork setting are appropriate to the program.	The sponsoring institution(s) must assume primary responsibility for appointment of faculty, admission of students, and curriculum planning at all locations where the program is offered. This would include course content, satisfactory completion of the educational program, and granting of the degree. The sponsoring institution(s) must also be responsible for the coordination of classroom teaching and supervised fieldwork practice and for providing assurance that the practice activities assigned to students in a fieldwork setting are appropriate to the program.	The sponsoring institution(s) must assume primary responsibility for appointment of faculty, admission of students, and curriculum planning at all locations where the program is offered. This would include course content, satisfactory completion of the educational program, and granting of the degree. The sponsoring institution(s) must also be responsible for the coordination of classroom teaching and supervised fieldwork practice and for providing assurance that the practice activities assigned to students in a fieldwork setting are appropriate to the program.	The sponsoring institution(s) must assume primary responsibility for appointment of faculty, admission of students, and curriculum planning at all locations where the program is offered. This would include course content, satisfactory completion of the educational program, and granting of the degree. The sponsoring institution(s) must also be responsible for the coordination of classroom teaching and supervised fieldwork practice and for providing assurance that the practice activities assigned to students in a fieldwork setting are appropriate to the program.

STANDARD NUMBER	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
	<p><i>THE DEGREES MOST COMMONLY CONFERRED ARE THE OCCUPATIONAL THERAPY DOCTORATE (OTD) AND DOCTOR OF OCCUPATIONAL THERAPY (DrOT).</i></p>	<p><i>THE DEGREES MOST COMMONLY CONFERRED ARE THE MASTER OF OCCUPATIONAL THERAPY (MOT), MASTER OF SCIENCE IN OCCUPATIONAL THERAPY (MSOT), AND MASTER OF SCIENCE (MS). PROGRAMS OFFERING COMBINED BACCALAUREATE/MASTER'S (BS/MS OR BS/MOT) DEGREES ARE STRONGLY ENCOURAGED TO AVOID USING "BACCALAUREATE IN OCCUPATIONAL THERAPY" AS THE BACCALAUREATE PORTION OF THE DEGREE NAME TO AVOID CONFUSING THE PUBLIC. DEGREE NAMES FOR THE BACCALAUREATE PORTION OF THE PROGRAM MOST COMMONLY USED ARE "BACCALAUREATE IN HEALTH SCIENCES," "BACCALAUREATE IN ALLIED HEALTH," "BACCALAUREATE IN OCCUPATIONAL SCIENCE," AND "BACCALAUREATE IN HEALTH STUDIES."</i></p>	<p><i>THE DEGREES MOST COMMONLY CONFERRED ARE THE BACHELOR OF SCIENCE (BS) AND THE BACHELOR OF ARTS (BA).</i></p>	<p><i>THE DEGREES MOST COMMONLY CONFERRED ARE THE ASSOCIATE OF APPLIED SCIENCE (AAS) AND ASSOCIATE OF SCIENCE (AS).</i></p>
<b>A.1.5. Notification Requirements</b>				
A.1.5.	<p>The program must:</p> <ul style="list-style-type: none"> <li>• Inform ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change.</li> <li>• Inform ACOTE within 30 days of the date of notification of any adverse accreditation action taken to change the sponsoring institution's accreditation status to probation or withdrawal of accreditation.</li> <li>• Notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program.</li> <li>• Inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director.</li> <li>• Pay accreditation fees within 90 days of the invoice date.</li> </ul>	<p>The program must:</p> <ul style="list-style-type: none"> <li>• Inform ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change.</li> <li>• Inform ACOTE within 30 days of the date of notification of any adverse accreditation action taken to change the sponsoring institution's accreditation status to probation or withdrawal of accreditation.</li> <li>• Notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program.</li> <li>• Inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director.</li> <li>• Pay accreditation fees within 90 days of the invoice date.</li> </ul>	<p>The program must:</p> <ul style="list-style-type: none"> <li>• Inform ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change.</li> <li>• Inform ACOTE within 30 days of the date of notification of any adverse accreditation action taken to change the sponsoring institution's accreditation status to probation or withdrawal of accreditation.</li> <li>• Notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program.</li> <li>• Inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director.</li> <li>• Pay accreditation fees within 90 days of the invoice date.</li> </ul>	<p>The program must:</p> <ul style="list-style-type: none"> <li>• Inform ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change.</li> <li>• Inform ACOTE within 30 days of the date of notification of any adverse accreditation action taken to change the sponsoring institution's accreditation status to probation or withdrawal of accreditation.</li> <li>• Notify and receive ACOTE approval for any significant program changes prior to the admission of students into the new/changed program.</li> <li>• Inform ACOTE within 30 days of the resignation of the program director or appointment of a new or interim program director.</li> <li>• Pay accreditation fees within 90 days of the invoice date.</li> </ul>

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	<ul style="list-style-type: none"> <li>Submit a Report of Self-Study and other required reports (e.g., Interim Report, Plan of Correction, Progress Report) within the period of time designated by ACOTE. All reports must be complete and contain all requested information.</li> <li>Agree to a site visit date before the end of the period for which accreditation was previously awarded.</li> <li>Demonstrate honesty and integrity in all interactions with ACOTE.</li> <li>Comply with the current requirements of all ACOTE policies.</li> </ul>	<ul style="list-style-type: none"> <li>Submit a Report of Self-Study and other required reports (e.g., Interim Report, Plan of Correction, Progress Report) within the period of time designated by ACOTE. All reports must be complete and contain all requested information.</li> <li>Agree to a site visit date before the end of the period for which accreditation was previously awarded.</li> <li>Demonstrate honesty and integrity in all interactions with ACOTE.</li> <li>Comply with the current requirements of all ACOTE policies.</li> </ul>	<ul style="list-style-type: none"> <li>Submit a Report of Self-Study and other required reports (e.g., Interim Report, Plan of Correction, Progress Report) within the period of time designated by ACOTE. All reports must be complete and contain all requested information.</li> <li>Agree to a site visit date before the end of the period for which accreditation was previously awarded.</li> <li>Demonstrate honesty and integrity in all interactions with ACOTE.</li> <li>Comply with the current requirements of all ACOTE policies.</li> </ul>	<ul style="list-style-type: none"> <li>Submit a Report of Self-Study and other required reports (e.g., Interim Report, Plan of Correction, Progress Report) within the period of time designated by ACOTE. All reports must be complete and contain all requested information.</li> <li>Agree to a site visit date before the end of the period for which accreditation was previously awarded.</li> <li>Demonstrate honesty and integrity in all interactions with ACOTE.</li> <li>Comply with the current requirements of all ACOTE policies.</li> </ul>

**A.2.0. ACADEMIC RESOURCES**

**A.2.1. Program Director**

A.2.1.	<ul style="list-style-type: none"> <li>The program must identify an individual as the program director who is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE. The director may be assigned other institutional duties that do not interfere with the management and administration of the program. The institution must document that the program director has sufficient release time to ensure that the needs of the program are being met.</li> <li>The program director must be an initially certified occupational therapist who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The program director must hold a doctoral degree awarded by an institution that is accredited by a regional accrediting body recognized by the U.S. Department of Education (USDE). The doctoral degree is not limited to</li> </ul>	<ul style="list-style-type: none"> <li>The program must identify an individual as the program director who is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE. The director may be assigned other institutional duties that do not interfere with the management and administration of the program. The institution must document that the program director has sufficient release time to ensure that the needs of the program are being met.</li> <li>The program director must be an initially certified occupational therapist who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The program director must hold a doctoral degree awarded by an institution that is accredited by a regional accrediting body recognized by the U.S. Department of Education (USDE). The doctoral degree is not limited to</li> </ul>	<ul style="list-style-type: none"> <li>The program must identify an individual as the program director who is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE. The director may be assigned other institutional duties that do not interfere with the management and administration of the program. The institution must document that the program director has sufficient release time to ensure that the needs of the program are being met.</li> <li>The program director must be an initially certified occupational therapist or occupational therapy assistant who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The program director must hold a minimum of a master's degree awarded by an institution that is accredited by a regional accrediting body recognized by the U.S. Department of Education</li> </ul>	<ul style="list-style-type: none"> <li>The program must identify an individual as the program director who is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE. The director may be assigned other institutional duties that do not interfere with the management and administration of the program. The institution must document that the program director has sufficient release time to ensure that the needs of the program are being met.</li> <li>The program director must be an initially certified occupational therapist or occupational therapy assistant who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The program director must hold a minimum of a master's degree awarded by an institution that is accredited by a regional accrediting body recognized by the U.S. Department of Education</li> </ul>
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STANDARD NUMBER	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
	<p>a doctorate in occupational therapy.</p> <p>For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.</p> <ul style="list-style-type: none"> <li>• The program director must have a minimum of 8 years of documented experience in the field of occupational therapy. This experience must include: <ul style="list-style-type: none"> <li>○ Clinical practice as an occupational therapist.</li> <li>○ Administrative experience including, but not limited to, program planning and implementation, personnel management, evaluation, and budgeting.</li> <li>○ Scholarship (e.g., scholarship of application, scholarship of teaching and learning).</li> <li>○ Understanding of the role of the occupational therapy assistant.</li> <li>○ At least 3 years of experience in a full-time academic appointment with teaching responsibilities at the postbaccalaureate level.</li> </ul> </li> <li>• The program director must be responsible for the management and administration of the program, including planning, evaluation, budgeting, selection of faculty and staff, maintenance of accreditation, and commitment to strategies for professional development.</li> <li>• The program director position cannot be shared.</li> </ul>	<p>a doctorate in occupational therapy.</p> <p>For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.</p> <ul style="list-style-type: none"> <li>• The program director must have a minimum of 8 years of documented experience in the field of occupational therapy. This experience must include: <ul style="list-style-type: none"> <li>○ Clinical practice as an occupational therapist.</li> <li>○ Administrative experience including, but not limited to, program planning and implementation, personnel management, evaluation, and budgeting.</li> <li>○ Scholarship (e.g., scholarship of application, scholarship of teaching and learning).</li> <li>○ Understanding of the role of the occupational therapy assistant.</li> <li>○ At least 3 years of experience in a full-time academic appointment with teaching responsibilities at the postsecondary level.</li> </ul> </li> <li>• The program director must be responsible for the management and administration of the program, including planning, evaluation, budgeting, selection of faculty and staff, maintenance of accreditation, and commitment to strategies for professional development.</li> <li>• The program director position cannot be shared.</li> </ul>	<p>(USDE). The master's degree is not limited to a master's degree in occupational therapy.</p> <p>For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.</p> <ul style="list-style-type: none"> <li>• The program director must have a minimum of 5 years of documented experience in the field of occupational therapy. This experience must include: <ul style="list-style-type: none"> <li>○ Clinical practice as an occupational therapist or occupational therapy assistant.</li> <li>○ Administrative experience including, but not limited to, program planning and implementation, personnel management, evaluation, and budgeting.</li> <li>○ Scholarship (e.g., scholarship of application, scholarship of teaching and learning).</li> <li>○ Understanding of and experience with occupational therapy assistants.</li> <li>○ At least 2 years of experience in a full-time academic appointment with teaching responsibilities at the postsecondary level.</li> </ul> </li> <li>• The program director must be responsible for the management and administration of the program, including planning, evaluation, budgeting, selection of faculty and staff, maintenance of accreditation, and commitment to strategies for professional development.</li> <li>• The program director position cannot be shared.</li> </ul>	<p>(USDE). The master's degree is not limited to a master's degree in occupational therapy.</p> <p>For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.</p> <ul style="list-style-type: none"> <li>• The program director must have a minimum of 5 years of documented experience in the field of occupational therapy. This experience must include: <ul style="list-style-type: none"> <li>○ Clinical practice as an occupational therapist or occupational therapy assistant.</li> <li>○ Administrative experience including, but not limited to, program planning and implementation, personnel management, evaluation, and budgeting.</li> <li>○ Scholarship (e.g., scholarship of application, scholarship of teaching and learning).</li> <li>○ Understanding of and experience with occupational therapy assistants.</li> <li>○ At least 2 years of experience in a full-time academic appointment with teaching responsibilities at the postsecondary level.</li> </ul> </li> <li>• The program director must be responsible for the management and administration of the program, including planning, evaluation, budgeting, selection of faculty and staff, maintenance of accreditation, and commitment to strategies for professional development.</li> <li>• The program director position cannot be shared.</li> </ul>

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<p><i>A DOCTORAL OR MASTER'S DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM AN INSTITUTION THAT WAS NOT REGIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED REGIONAL ACCREDITATION SINCE THAT TIME.</i></p> <p><i>A BACCALAUREATE DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM AN INSTITUTION THAT WAS NOT REGIONALLY OR NATIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED REGIONAL OR NATIONAL ACCREDITATION SINCE THAT TIME.</i></p>				
<p><b>A.2.2. FTE Faculty Composition</b></p>				
A.2.2.	(No related Standard)	(No related Standard)	<p>The program must have at least three full-time equivalent (FTE) faculty positions at each accredited location where the program is offered.</p> <p>At a minimum, each program must have a core faculty who is an occupational therapist and a core faculty who is an occupational therapy assistant.</p>	<p>The program must have at least two full-time equivalent (FTE) faculty positions at each accredited location where the program is offered.</p> <p>At a minimum, each program must have a core faculty who is an occupational therapist and a core faculty who is an occupational therapy assistant.</p>
<p><i>IN ORDER TO DEMONSTRATE COMPLIANCE WITH THIS STANDARD, THERE MUST BE ONE CORE FACULTY MEMBER WHO IS PRIMARILY PRACTICING AS AN OCCUPATIONAL THERAPIST AND ONE CORE FACULTY MEMBER WHO IS PRIMARILY PRACTICING AS AN OCCUPATIONAL THERAPY ASSISTANT. FOR THE PURPOSE OF THIS STANDARD, PRACTICE IS CONSIDERED EITHER OTA CLINICAL PRACTICE OR OTA EDUCATION.</i></p>				
<p><b>A.2.3. Program Director and Faculty Qualifications</b></p>				
A.2.3.	<p>The program director and faculty must possess:</p> <ul style="list-style-type: none"> <li>The academic and experiential qualifications and backgrounds (identified in documented descriptions of roles and responsibilities) that are necessary to meet program objectives and the mission of the institution.</li> <li>Documented expertise in their area(s) of teaching responsibility and knowledge of the content delivery method (e.g., distance learning). Evidence of expertise in teaching assignments might include documentation of continuing professional development, relevant experience, faculty development plan reflecting acquisition of new content, incorporation of feedback from course evaluations, and other sources.</li> </ul>	<p>The program director and faculty must possess:</p> <ul style="list-style-type: none"> <li>The academic and experiential qualifications and backgrounds (identified in documented descriptions of roles and responsibilities) that are necessary to meet program objectives and the mission of the institution.</li> <li>Documented expertise in their area(s) of teaching responsibility and knowledge of the content delivery method (e.g., distance learning). Evidence of expertise in teaching assignments might include documentation of continuing professional development, relevant experience, faculty development plan reflecting acquisition of new content, incorporation of feedback from course evaluations, and other sources.</li> </ul>	<p>The program director and faculty must possess:</p> <ul style="list-style-type: none"> <li>The academic and experiential qualifications and backgrounds (identified in documented descriptions of roles and responsibilities) that are necessary to meet program objectives and the mission of the institution.</li> <li>Documented expertise in their area(s) of teaching responsibility and knowledge of the content delivery method (e.g., distance learning). Evidence of expertise in teaching assignments might include documentation of continuing professional development, relevant experience, faculty development plan reflecting acquisition of new content, incorporation of feedback from course evaluations, and other sources.</li> </ul>	<p>The program director and faculty must possess:</p> <ul style="list-style-type: none"> <li>The academic and experiential qualifications and backgrounds (identified in documented descriptions of roles and responsibilities) that are necessary to meet program objectives and the mission of the institution.</li> <li>Documented expertise in their area(s) of teaching responsibility and knowledge of the content delivery method (e.g., distance learning). Evidence of expertise in teaching assignments might include documentation of continuing professional development, relevant experience, faculty development plan reflecting acquisition of new content, incorporation of feedback from course evaluations, and other sources.</li> </ul>

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	<ul style="list-style-type: none"> <li>The expertise necessary to ensure appropriate curriculum design, content delivery, and program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>The expertise necessary to ensure appropriate curriculum design, content delivery, and program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>The expertise necessary to ensure appropriate curriculum design, content delivery, and program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>The expertise necessary to ensure appropriate curriculum design, content delivery, and program evaluation.</li> </ul>
<b>A.2.4. Academic Fieldwork Coordinator</b>				
A.2.4.	<p>The program must identify an individual for the role of academic fieldwork coordinator who is specifically responsible for the program's compliance with the fieldwork requirements of Standards Section C.1.0 and is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE. The academic fieldwork coordinator may be assigned other institutional duties that do not interfere with the management and administration of the fieldwork program. The institution must document that the academic fieldwork coordinator has sufficient release time and support to ensure that the needs of the fieldwork program are being met.</p> <p>This individual must be an occupational therapist who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The academic fieldwork coordinator must have at least 2 years of clinical practice experience as an occupational therapist and hold a doctoral degree awarded by an institution that is accredited by a USDE-recognized regional accrediting body.</p> <p>For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.</p>	<p>The program must identify an individual for the role of academic fieldwork coordinator who is specifically responsible for the program's compliance with the fieldwork requirements of Standards Section C.1.0 and is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE. The academic fieldwork coordinator may be assigned other institutional duties that do not interfere with the management and administration of the fieldwork program. The institution must document that the academic fieldwork coordinator has sufficient release time and support to ensure that the needs of the fieldwork program are being met.</p> <p>This individual must be an occupational therapist who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The academic fieldwork coordinator must have at least 2 years of clinical practice experience as an occupational therapist and hold a minimum of a master's degree awarded by an institution that is accredited by a USDE-recognized regional accrediting body.</p> <p>For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.</p>	<p>The program must identify an individual for the role of academic fieldwork coordinator who is specifically responsible for the program's compliance with the fieldwork requirements of Standards Section C.1.0 and is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE. The academic fieldwork coordinator may be assigned other institutional duties that do not interfere with the management and administration of the fieldwork program. The institution must document that the academic fieldwork coordinator has sufficient release time and support to ensure that the needs of the fieldwork program are being met.</p> <p>This individual must be an occupational therapist or occupational therapy assistant who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The academic fieldwork coordinator must have at least 2 years of clinical practice experience as an occupational therapist or occupational therapy assistant and hold a minimum of a baccalaureate degree awarded by an institution that is accredited by a USDE-recognized regional or national accrediting body.</p> <p>For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.</p>	<p>The program must identify an individual for the role of academic fieldwork coordinator who is specifically responsible for the program's compliance with the fieldwork requirements of Standards Section C.1.0 and is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE. The academic fieldwork coordinator may be assigned other institutional duties that do not interfere with the management and administration of the fieldwork program. The institution must document that the academic fieldwork coordinator has sufficient release time and support to ensure that the needs of the fieldwork program are being met.</p> <p>This individual must be an occupational therapist or occupational therapy assistant who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The academic fieldwork coordinator must have at least 2 years of clinical practice experience as an occupational therapist or occupational therapy assistant and hold a minimum of a baccalaureate degree awarded by an institution that is accredited by a USDE-recognized regional or national accrediting body.</p> <p>For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.</p>
	<i>A DOCTORAL DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM</i>	<i>A MASTER'S DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM</i>	<i>A BACCALAUREATE DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM</i>	<i>A BACCALAUREATE DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM</i>

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	<i>AN INSTITUTION THAT WAS NOT REGIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED REGIONAL ACCREDITATION SINCE THAT TIME.</i>	<i>AN INSTITUTION THAT WAS NOT REGIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED REGIONAL ACCREDITATION SINCE THAT TIME.</i>	<i>AN INSTITUTION THAT WAS NOT REGIONALLY OR NATIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED REGIONAL OR NATIONAL ACCREDITATION SINCE THAT TIME.</i>	<i>AN INSTITUTION THAT WAS NOT REGIONALLY OR NATIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED REGIONAL OR NATIONAL ACCREDITATION SINCE THAT TIME.</i>
<b>A.2.5. Doctoral Capstone Coordinator</b>				
A.2.5.	<p>The program must identify an individual for the role of capstone coordinator who is specifically responsible for the program's compliance with the capstone requirements of Standards Section D.1.0 and is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE. The capstone coordinator may be assigned other institutional duties that do not interfere with the management and administration of the capstone program. The institution must document that the capstone coordinator has sufficient release time and support to ensure that the needs of the capstone program are being met.</p> <p>This individual must be an occupational therapist who is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The capstone coordinator must hold a doctoral degree awarded by an institution that is accredited by a USDE-recognized regional accrediting body.</p> <p>For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.</p>	<i>(No related Standard)</i>	<i>(No related Standard)</i>	<i>(No related Standard)</i>
	<i>A DOCTORAL DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM AN INSTITUTION THAT WAS NOT REGIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD</i>			

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	<i>ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED REGIONAL ACCREDITATION SINCE THAT TIME.</i>			
<b>A.2.6. Licensed OT and OTA Faculty</b>				
A.2.6.	<p>Core faculty who are occupational therapy practitioners and teaching occupational therapy content must be currently licensed or otherwise regulated in the state or jurisdiction as an occupational therapist or occupational therapy assistant.</p> <p>Faculty in residence and teaching at additional locations must be currently licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the additional location is located.</p> <p>For programs outside of the United States or its jurisdictions, core faculty who are occupational therapists or occupational therapy assistants and who are teaching occupational therapy content must be currently licensed or regulated in accordance with their country's regulations.</p>	<p>Core faculty who are occupational therapy practitioners and teaching occupational therapy content must be currently licensed or otherwise regulated in the state or jurisdiction as an occupational therapist or occupational therapy assistant.</p> <p>Faculty in residence and teaching at additional locations must be currently licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the additional location is located.</p> <p>For programs outside of the United States or its jurisdictions, core faculty who are occupational therapists or occupational therapy assistants and who are teaching occupational therapy content must be currently licensed or regulated in accordance with their country's regulations.</p>	<p>Core faculty who are occupational therapy practitioners and teaching occupational therapy content must be currently licensed or otherwise regulated in the state or jurisdiction as an occupational therapist or occupational therapy assistant.</p> <p>Faculty in residence and teaching at additional locations must be currently licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the additional location is located.</p> <p>For programs outside of the United States or its jurisdictions, core faculty who are occupational therapists or occupational therapy assistants and who are teaching occupational therapy content must be currently licensed or regulated in accordance with their country's regulations.</p>	<p>Core faculty who are occupational therapy practitioners and teaching occupational therapy content must be currently licensed or otherwise regulated in the state or jurisdiction as an occupational therapist or occupational therapy assistant.</p> <p>Faculty in residence and teaching at additional locations must be currently licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the additional location is located.</p> <p>For programs outside of the United States or its jurisdictions, core faculty who are occupational therapists or occupational therapy assistants and who are teaching occupational therapy content must be currently licensed or regulated in accordance with their country's regulations.</p>
<b>A.2.7. Faculty Degrees</b>				
A.2.7.	<p>All full-time core faculty who are occupational therapy practitioners teaching in the program must hold a doctoral degree awarded by an institution that is accredited by a USDE-recognized regional accrediting body. The doctoral degree is not limited to a doctorate in occupational therapy.</p> <p>At least 50% of full-time core faculty must have a post-professional doctorate.</p> <p>For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.</p>	<p>The majority of full-time core faculty who are occupational therapy practitioners teaching in the program must hold a doctoral degree. All full-time faculty must hold a minimum of a master's degree. All degrees must be awarded by an institution that is accredited by a USDE-recognized regional accrediting body. The degrees are not limited to occupational therapy.</p> <p>At least 50% of full-time core faculty must hold a doctoral degree. The program director is counted as a faculty member.</p> <p>At least 25% of full-time core faculty must have a post-professional doctorate.</p> <p>For degrees from institutions in countries other than the United States, ACOTE will</p>	<p>The majority of full-time core faculty who are occupational therapy practitioners teaching in the program must hold a minimum of a master's degree awarded by an institution that is accredited by a USDE-recognized regional accrediting body. All full-time faculty must hold a minimum of a baccalaureate degree that is awarded by an institution that is accredited by a USDE-recognized regional or national accrediting body. The degrees are not limited to occupational therapy.</p> <p>At least 50% of full-time core faculty must hold a minimum of a master's degree. The program director is counted as a faculty member.</p> <p>For degrees from institutions in countries</p>	<p>All full-time core faculty who are occupational therapy practitioners teaching in the program must hold a minimum of a baccalaureate degree awarded by an institution that is accredited by a USDE-recognized regional or national accrediting body. The degrees are not limited to occupational therapy.</p> <p>For degrees from institutions in countries other than the United States, ACOTE will determine an alternative and equivalent external review process.</p>



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		determine an alternative and equivalent external review process.	other than the United States, ACOTE will determine an alternative and equivalent external review process.	
	<i>A DOCTORAL DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM AN INSTITUTION THAT WAS NOT REGIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED REGIONAL ACCREDITATION SINCE THAT TIME.</i>	<i>A DOCTORAL OR MASTER'S DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM AN INSTITUTION THAT WAS NOT REGIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED REGIONAL ACCREDITATION SINCE THAT TIME.</i>	<i>A MASTER'S OR BACCALAUREATE DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM AN INSTITUTION THAT WAS NOT REGIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED REGIONAL ACCREDITATION SINCE THAT TIME. A BACCALAUREATE DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM AN INSTITUTION THAT WAS NOT REGIONALLY OR NATIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED REGIONAL ACCREDITATION SINCE THAT TIME.</i>	<i>A BACCALAUREATE DEGREE THAT WAS AWARDED PRIOR TO JULY 1, 2015, FROM AN INSTITUTION THAT WAS NOT REGIONALLY OR NATIONALLY ACCREDITED IS CONSIDERED ACCEPTABLE TO MEET THIS STANDARD ONLY IF THE INSTITUTION IS SEEKING OR HAS BEEN AWARDED REGIONAL ACCREDITATION SINCE THAT TIME.</i>
<b>A.2.8. Site Coordinator</b>				
A.2.8.	For programs with additional location(s), the program must identify a full-time core faculty member who is an occupational therapist as site coordinator at each location who is responsible for ensuring uniform implementation of the program and ongoing communication with the program director.	For programs with additional location(s), the program must identify a full-time core faculty member who is an occupational therapist as site coordinator at each location who is responsible for ensuring uniform implementation of the program and ongoing communication with the program director.	For programs with additional location(s), the program must identify a full-time core faculty member who is an occupational therapy practitioner as site coordinator at each location who is responsible for ensuring uniform implementation of the program and ongoing communication with the program director.	For programs with additional location(s), the program must identify a full-time core faculty member who is an occupational therapy practitioner as site coordinator at each location who is responsible for ensuring uniform implementation of the program and ongoing communication with the program director.
<b>A.2.9. Sufficient Faculty</b>				
A.2.9.	The occupational therapy faculty at each location where the program is offered must be sufficient in number to ensure appropriate curriculum design, content delivery, and program evaluation. Multiple adjuncts, part-time faculty, or full-time faculty may be configured to meet this goal.  Faculty responsible for content related to research methodology and mentoring students on scholarly projects must demonstrate ongoing scholarly achievement and research expertise.	The occupational therapy faculty at each location where the program is offered must be sufficient in number to ensure appropriate curriculum design, content delivery, and program evaluation. Multiple adjuncts, part-time faculty, or full-time faculty may be configured to meet this goal.  Faculty responsible for content related to research methodology and mentoring students on scholarly projects must demonstrate ongoing scholarly achievement and research expertise.	The occupational therapy assistant faculty at each location where the program is offered must be sufficient in number to ensure appropriate curriculum design, content delivery, and program evaluation. Multiple adjuncts, part-time faculty, or full-time faculty may be configured to meet this goal.	The occupational therapy assistant faculty at each location where the program is offered must be sufficient in number to ensure appropriate curriculum design, content delivery, and program evaluation. Multiple adjuncts, part-time faculty, or full-time faculty may be configured to meet this goal.

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<b>A.2.10. Clerical and Support Staff</b>				
A.2.10.	Clerical and support staff must be provided to the program, consistent with institutional practice, to meet programmatic, administrative, fieldwork and doctoral capstone requirements, including support for any portion of the program offered by distance education.	Clerical and support staff must be provided to the program, consistent with institutional practice, to meet programmatic, administrative, and fieldwork requirements, including support for any portion of the program offered by distance education.	Clerical and support staff must be provided to the program, consistent with institutional practice, to meet programmatic, administrative, fieldwork, and baccalaureate project requirements, including support for any portion of the program offered by distance education.	Clerical and support staff must be provided to the program, consistent with institutional practice, to meet programmatic, administrative, and fieldwork requirements, including support for any portion of the program offered by distance education.
<b>A.2.11. Budget</b>				
A.2.11.	The program must be allocated a budget of regular institutional funds, not including grants, gifts, and other restricted sources, sufficient to implement and maintain the objectives of the program and to fulfill the program's obligation to matriculated and entering students.	The program must be allocated a budget of regular institutional funds, not including grants, gifts, and other restricted sources, sufficient to implement and maintain the objectives of the program and to fulfill the program's obligation to matriculated and entering students.	The program must be allocated a budget of regular institutional funds, not including grants, gifts, and other restricted sources, sufficient to implement and maintain the objectives of the program and to fulfill the program's obligation to matriculated and entering students.	The program must be allocated a budget of regular institutional funds, not including grants, gifts, and other restricted sources, sufficient to implement and maintain the objectives of the program and to fulfill the program's obligation to matriculated and entering students.
<b>A.2.12. Adequate Space</b>				
A.2.12.	<ul style="list-style-type: none"> <li>• Adequate classroom and laboratory space, including storing and securing of equipment and supplies, must be provided by the institution and assigned to the occupational therapy program on a priority basis. If laboratory space is provided by another institution or agency, there must be a written and signed agreement to ensure assignment of space for program use.</li> <li>• The program director and faculty must have office space consistent with institutional practice.</li> <li>• Adequate space must be provided for the private advising of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate classroom and laboratory space, including storing and securing of equipment and supplies, must be provided by the institution and assigned to the occupational therapy program on a priority basis. If laboratory space is provided by another institution or agency, there must be a written and signed agreement to ensure assignment of space for program use.</li> <li>• The program director and faculty must have office space consistent with institutional practice.</li> <li>• Adequate space must be provided for the private advising of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate classroom and laboratory space, including storing and securing of equipment and supplies, must be provided by the institution and assigned to the occupational therapy assistant program on a priority basis. If laboratory space is provided by another institution or agency, there must be a written and signed agreement to ensure assignment of space for program use.</li> <li>• The program director and faculty must have office space consistent with institutional practice.</li> <li>• Adequate space must be provided for the private advising of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate classroom and laboratory space, including storing and securing of equipment and supplies, must be provided by the institution and assigned to the occupational therapy assistant program on a priority basis. If laboratory space is provided by another institution or agency, there must be a written and signed agreement to ensure assignment of space for program use.</li> <li>• The program director and faculty must have office space consistent with institutional practice.</li> <li>• Adequate space must be provided for the private advising of students.</li> </ul>
<b>A.2.13. Equipment, Supplies, and Evaluative and Treatment Methodologies</b>				
A.2.13.	<ul style="list-style-type: none"> <li>• Appropriate and sufficient equipment and supplies must be provided by the institution for student use during the didactic, fieldwork, and doctoral capstone components of the curriculum.</li> <li>• Students must be given access and</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate and sufficient equipment and supplies must be provided by the institution for student use during the didactic and fieldwork components of the curriculum.</li> <li>• Students must be given access and opportunity to use the evaluative and</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate and sufficient equipment and supplies must be provided by the institution for student use during the didactic, fieldwork, and baccalaureate project components of the curriculum.</li> <li>• Students must be given access and</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate and sufficient equipment and supplies must be provided by the institution for student use during the didactic and fieldwork components of the curriculum.</li> <li>• Students must be given access and opportunity to use the evaluative and</li> </ul>

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	opportunity to use the evaluative and treatment methodologies that reflect current evidence-based practice in the geographic area served by the program.	treatment methodologies that reflect current evidence-based practice in the geographic area served by the program.	opportunity to use the evaluative and treatment methodologies that reflect current evidence-based practice in the geographic area served by the program.	treatment methodologies that reflect current evidence-based practice in the geographic area served by the program.
<b>A.2.14. Library, Reference Materials, Instructional Aids, and Technology</b>				
A.2.14.	<ul style="list-style-type: none"> <li>Students must have ready access to a supply of current and relevant books, journals, periodicals, computers, software, and other reference materials needed to meet the requirements of the curriculum. This may include, but is not limited to, libraries, online services, interlibrary loan, support, and resource centers.</li> <li>Instructional aids and technology must be available in sufficient quantity and quality to be consistent with the program objectives and teaching methods. Student support services must also be available.</li> </ul>	<ul style="list-style-type: none"> <li>Students must have ready access to a supply of current and relevant books, journals, periodicals, computers, software, and other reference materials needed to meet the requirements of the curriculum. This may include, but is not limited to, libraries, online services, interlibrary loan, support, and resource centers.</li> <li>Instructional aids and technology must be available in sufficient quantity and quality to be consistent with the program objectives and teaching methods. Student support services must also be available.</li> </ul>	<ul style="list-style-type: none"> <li>Students must have ready access to a supply of current and relevant books, journals, periodicals, computers, software, and other reference materials needed to meet the requirements of the curriculum. This may include, but is not limited to, libraries, online services, interlibrary loan, support, and resource centers.</li> <li>Instructional aids and technology must be available in sufficient quantity and quality to be consistent with the program objectives and teaching methods. Student support services must also be available.</li> </ul>	<ul style="list-style-type: none"> <li>Students must have ready access to a supply of current and relevant books, journals, periodicals, computers, software, and other reference materials needed to meet the requirements of the curriculum. This may include, but is not limited to, libraries, online services, interlibrary loan, support, and resource centers.</li> <li>Instructional aids and technology must be available in sufficient quantity and quality to be consistent with the program objectives and teaching methods. Student support services must also be available.</li> </ul>
<b>A.2.15. Distance Education</b>				
A.2.15.	<p>If any portion of the program is offered through distance education, it must include:</p> <ul style="list-style-type: none"> <li>A process through which the program establishes that the student who registers in a distance education course or program is the same student who participates in and completes the program and receives academic credit.</li> <li>Technology and resources that are adequate to support a distance-learning environment.</li> <li>A process to ensure that faculty are adequately trained and skilled to use distance education methodologies.</li> </ul> <p>The program must provide documentation of the processes involved and evidence of implementation.</p>	<p>If any portion of the program is offered through distance education, it must include:</p> <ul style="list-style-type: none"> <li>A process through which the program establishes that the student who registers in a distance education course or program is the same student who participates in and completes the program and receives academic credit.</li> <li>Technology and resources that are adequate to support a distance-learning environment.</li> <li>A process to ensure that faculty are adequately trained and skilled to use distance education methodologies.</li> </ul> <p>The program must provide documentation of the processes involved and evidence of implementation.</p>	<p>If any portion of the program is offered through distance education, it must include:</p> <ul style="list-style-type: none"> <li>A process through which the program establishes that the student who registers in a distance education course or program is the same student who participates in and completes the program and receives academic credit.</li> <li>Technology and resources that are adequate to support a distance-learning environment.</li> <li>A process to ensure that faculty are adequately trained and skilled to use distance education methodologies.</li> </ul> <p>The program must provide documentation of the processes involved and evidence of implementation.</p>	<p>If any portion of the program is offered through distance education, it must include:</p> <ul style="list-style-type: none"> <li>A process through which the program establishes that the student who registers in a distance education course or program is the same student who participates in and completes the program and receives academic credit.</li> <li>Technology and resources that are adequate to support a distance-learning environment.</li> <li>A process to ensure that faculty are adequately trained and skilled to use distance education methodologies.</li> </ul> <p>The program must provide documentation of the processes involved and evidence of implementation.</p>

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<b>A.3.0. STUDENTS</b>				
<b>A.3.1. Admission Criteria</b>				
A.3.1.	Admission of students to the occupational therapy program must be made in accordance with the practices of the institution. There must be stated admission criteria that are clearly defined and published and reflective of the demands of the program.	Admission of students to the occupational therapy program must be made in accordance with the practices of the institution. There must be stated admission criteria that are clearly defined and published and reflective of the demands of the program.	Admission of students to the occupational therapy assistant program must be made in accordance with the practices of the institution. There must be stated admission criteria that are clearly defined and published and reflective of the demands of the program.	Admission of students to the occupational therapy assistant program must be made in accordance with the practices of the institution. There must be stated admission criteria that are clearly defined and published and reflective of the demands of the program.
<b>A.3.2. Admission Policies</b>				
A.3.2.	Policies pertaining to standards for admission, advanced placement, transfer of credit, credit for experiential learning (if applicable), and prerequisite educational or work experience requirements must be readily accessible to prospective students and the public.	Policies pertaining to standards for admission, advanced placement, transfer of credit, credit for experiential learning (if applicable), and prerequisite educational or work experience requirements must be readily accessible to prospective students and the public.	Policies pertaining to standards for admission, advanced placement, transfer of credit, credit for experiential learning (if applicable), and prerequisite educational or work experience requirements must be readily accessible to prospective students and the public.	Policies pertaining to standards for admission, advanced placement, transfer of credit, credit for experiential learning (if applicable), and prerequisite educational or work experience requirements must be readily accessible to prospective students and the public.
<b>A.3.3. Credit for Previous Courses/Work Experience</b>				
A.3.3.	The program must document implementation of a mechanism to ensure that students receiving credit for previous courses and/or work experience have met the content requirements of the appropriate doctoral Standards.	The program must document implementation of a mechanism to ensure that students receiving credit for previous courses and/or work experience have met the content requirements of the appropriate master's Standards.	The program must document implementation of a mechanism to ensure that students receiving credit for previous courses and/or work experience have met the content requirements of the appropriate baccalaureate Standards.	The program must document implementation of a mechanism to ensure that students receiving credit for previous courses and/or work experience have met the content requirements of the appropriate associate's Standards.
<b>A.3.4. Criteria for Successful Completion</b>				
A.3.4.	Criteria for successful completion of each segment of the educational program and for graduation must be given in advance to each student.	Criteria for successful completion of each segment of the educational program and for graduation must be given in advance to each student.	Criteria for successful completion of each segment of the educational program and for graduation must be given in advance to each student.	Criteria for successful completion of each segment of the educational program and for graduation must be given in advance to each student.
<b>A.3.5. Evaluation on a Regular Basis</b>				
A.3.5.	Evaluation must occur on a regular basis and feedback must be provided in a timely fashion in the following areas: <ul style="list-style-type: none"> <li>• Student progress</li> <li>• Professional behaviors</li> <li>• Academic standing</li> </ul>	Evaluation must occur on a regular basis and feedback must be provided in a timely fashion in the following areas: <ul style="list-style-type: none"> <li>• Student progress</li> <li>• Professional behaviors</li> <li>• Academic standing</li> </ul>	Evaluation must occur on a regular basis and feedback must be provided in a timely fashion in the following areas: <ul style="list-style-type: none"> <li>• Student progress</li> <li>• Professional behaviors</li> <li>• Academic standing</li> </ul>	Evaluation must occur on a regular basis and feedback must be provided in a timely fashion in the following areas: <ul style="list-style-type: none"> <li>• Student progress</li> <li>• Professional behaviors</li> <li>• Academic standing</li> </ul>
<b>A.3.6. Student Support Services</b>				
A.3.6.	Students must be informed of and have access to the student support services that are provided to other students in the	Students must be informed of and have access to the student support services that are provided to other students in the	Students must be informed of and have access to the student support services that are provided to other students in the	Students must be informed of and have access to the student support services that are provided to other students in the

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	institution. Distance students must have access to the same resources as campus students.	institution. Distance students must have access to the same resources as campus students.	institution. Distance students must have access to the same resources as campus students.	institution. Distance students must have access to the same resources as campus students.
<b>A.3.7. Advising by Faculty</b>				
A.3.7.	Advising related to professional coursework, professional behaviors, fieldwork education, and the doctoral capstone must be the responsibility of the occupational therapy faculty.	Advising related to professional coursework, professional behaviors, and fieldwork education must be the responsibility of the occupational therapy faculty.	Advising related to coursework in the occupational therapy assistant program, professional behaviors, fieldwork education, and the baccalaureate project must be the responsibility of the occupational therapy assistant faculty.	Advising related to coursework in the occupational therapy assistant program, professional behaviors, and fieldwork education must be the responsibility of the occupational therapy assistant faculty.
<b>A.4.0. PUBLIC INFORMATION &amp; POLICIES</b>				
<b>A.4.1. Accurate Program Publications</b>				
A.4.1.	All program publications and advertising—including, but not limited to, academic calendars, announcements, catalogs, handbooks, and websites—must accurately reflect the program offered.	All program publications and advertising—including, but not limited to, academic calendars, announcements, catalogs, handbooks, and websites—must accurately reflect the program offered.	All program publications and advertising—including, but not limited to, academic calendars, announcements, catalogs, handbooks, and websites—must accurately reflect the program offered.	All program publications and advertising—including, but not limited to, academic calendars, announcements, catalogs, handbooks, and websites—must accurately reflect the program offered.
<b>A.4.2. Publication of Program Outcomes</b>				
A.4.2.	<p>Accurate and current information regarding student and program outcomes must be readily available to the public on the program's web page. At a minimum, the following data must be reported separately as well as totaled for each of the previous 3 years:</p> <ul style="list-style-type: none"> <li>• Program graduates</li> <li>• Graduation rates</li> </ul> <p>The program must provide the direct link to the National Board for Certification in Occupational Therapy (NBCOT®) program data results on the program's home page.</p>	<p>Accurate and current information regarding student and program outcomes must be readily available to the public on the program's web page. At a minimum, the following data must be reported separately as well as totaled for each of the previous 3 years:</p> <ul style="list-style-type: none"> <li>• Program graduates</li> <li>• Graduation rates</li> </ul> <p>The program must provide the direct link to the National Board for Certification in Occupational Therapy (NBCOT®) program data results on the program's home page.</p>	<p>Accurate and current information regarding student and program outcomes must be readily available to the public on the program's web page. At a minimum, the following data must be reported separately as well as totaled for each of the previous 3 years:</p> <ul style="list-style-type: none"> <li>• Program graduates</li> <li>• Graduation rates</li> </ul> <p>The program must provide the direct link to the National Board for Certification in Occupational Therapy (NBCOT®) program data results on the program's home page.</p>	<p>Accurate and current information regarding student and program outcomes must be readily available to the public on the program's web page. At a minimum, the following data must be reported separately as well as totaled for each of the previous 3 years:</p> <ul style="list-style-type: none"> <li>• Program graduates</li> <li>• Graduation rates</li> </ul> <p>The program must provide the direct link to the National Board for Certification in Occupational Therapy (NBCOT®) program data results on the program's home page.</p>
<p>PROGRAMS MAY USE EITHER CALENDAR YEAR OR ACADEMIC YEAR WHEN PUBLISHING THE TOTAL NUMBER OF PROGRAM GRADUATES AND GRADUATION RATES FROM THE PREVIOUS 3 YEARS AS LONG AS THE TIME FRAME IS CLEARLY DELINEATED. THE NUMBER OF PROGRAM GRADUATES MUST BE TOTALED FOR THE 3-YEAR REPORTING PERIOD. IF THE PROGRAM HAS ONLY ONE OR TWO YEARS OF GRADUATE DATA, THIS MUST BE MADE AVAILABLE AND TOTALED. THE TOTAL MAY BE IN THE FORM OF A NARRATIVE OR WITHIN A GRID. THE TOTAL NUMBER OF PROGRAM GRADUATES AND GRADUATION RATES MUST BE POSTED ON THE PROGRAM'S WEB PAGE. THE PROGRAM MUST PROVIDE AN ACTIVE DIRECT LINK TO THE NBCOT PROGRAM DATA RESULTS ON THE PROGRAM'S HOME PAGE: <a href="https://www.nbcot.org/en/educators/home#schoolperformance">HTTPS://WWW.NBCOT.ORG/EN/EDUCATORS/HOME#SCHOOLPERFORMANCE</a> (PREFERRED LINK) OR <a href="https://secure.nbcot.org/data/schoolstats.aspx">HTTPS://SECURE.NBCOT.ORG/DATA/SCHOOLSTATS.ASPX</a>.</p>				

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<b>A.4.3. Publication of ACOTE Information</b>				
A.4.3.	The program's accreditation status and the name, address, and telephone number of ACOTE must be published in all of the following materials used by the institution: catalog, website, and program-related brochures or flyers available to prospective students. An active link to <a href="http://www.acoteonline.org">www.acoteonline.org</a> must be provided on the program's home page.	The program's accreditation status and the name, address, and telephone number of ACOTE must be published in all of the following materials used by the institution: catalog, website, and program-related brochures or flyers available to prospective students. An active link to <a href="http://www.acoteonline.org">www.acoteonline.org</a> must be provided on the program's home page.	The program's accreditation status and the name, address, and telephone number of ACOTE must be published in all of the following materials used by the institution: catalog, website, and program-related brochures or flyers available to prospective students. An active link to <a href="http://www.acoteonline.org">www.acoteonline.org</a> must be provided on the program's home page.	The program's accreditation status and the name, address, and telephone number of ACOTE must be published in all of the following materials used by the institution: catalog, website, and program-related brochures or flyers available to prospective students. An active link to <a href="http://www.acoteonline.org">www.acoteonline.org</a> must be provided on the program's home page.
<p><i>SAMPLE WORDING: "THE OCCUPATIONAL THERAPY/OCCUPATIONAL THERAPY ASSISTANT PROGRAM IS ACCREDITED BY THE ACCREDITATION COUNCIL FOR OCCUPATIONAL THERAPY EDUCATION (ACOTE) OF THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION (AOTA), LOCATED AT 6116 EXECUTIVE BOULEVARD, SUITE 200, NORTH BETHESDA, MD 20852-4929. ACOTE'S TELEPHONE NUMBER, C/O AOTA, IS (301) 652-AOTA, AND ITS WEB ADDRESS IS <a href="http://WWW.ACOTEONLINE.ORG">WWW.ACOTEONLINE.ORG</a>."</i></p>				
<b>A.4.4. Published Policies and Procedures</b>				
A.4.4.	<p>The program must have documented policies and procedures, which are made available to students and ensure the consistent application of each of the following:</p> <ul style="list-style-type: none"> <li>• Policy and procedures for processing student and faculty grievances must be defined and published.</li> <li>• Student withdrawal and refunds of tuition and fees must be published and made known to all applicants.</li> <li>• Student probation, suspension, and dismissal must be published and made known.</li> <li>• Appropriate use of equipment and supplies and for all educational activities that have implications for the health and safety of clients, students, and faculty (including infection control and evacuation procedures) must be documented and made known.</li> <li>• Graduation requirements, tuition, and fees must be accurately stated, published, and made known to all applicants. When published fees are subject to change, a statement to that effect must be included. This includes</li> </ul>	<p>The program must have documented policies and procedures, which are made available to students and ensure the consistent application of each of the following:</p> <ul style="list-style-type: none"> <li>• Policy and procedures for processing student and faculty grievances must be defined and published.</li> <li>• Student withdrawal and refunds of tuition and fees must be published and made known to all applicants.</li> <li>• Student probation, suspension, and dismissal must be published and made known.</li> <li>• Appropriate use of equipment and supplies and for all educational activities that have implications for the health and safety of clients, students, and faculty (including infection control and evacuation procedures) must be documented and made known.</li> <li>• Graduation requirements, tuition, and fees must be accurately stated, published, and made known to all applicants. When published fees are subject to change, a statement to that effect must be included. This includes</li> </ul>	<p>The program must have documented policies and procedures, which are made available to students and ensure the consistent application of each of the following:</p> <ul style="list-style-type: none"> <li>• Policy and procedures for processing student and faculty grievances must be defined and published.</li> <li>• Student withdrawal and refunds of tuition and fees must be published and made known to all applicants.</li> <li>• Student probation, suspension, and dismissal must be published and made known.</li> <li>• Appropriate use of equipment and supplies and for all educational activities that have implications for the health and safety of clients, students, and faculty (including infection control and evacuation procedures) must be documented and made known.</li> <li>• Graduation requirements, tuition, and fees must be accurately stated, published, and made known to all applicants. When published fees are subject to change, a statement to that effect must be included. This includes</li> </ul>	<p>The program must have documented policies and procedures, which are made available to students and ensure the consistent application of each of the following:</p> <ul style="list-style-type: none"> <li>• Policy and procedures for processing student and faculty grievances must be defined and published.</li> <li>• Student withdrawal and refunds of tuition and fees must be published and made known to all applicants.</li> <li>• Student probation, suspension, and dismissal must be published and made known.</li> <li>• Appropriate use of equipment and supplies and for all educational activities that have implications for the health and safety of clients, students, and faculty (including infection control and evacuation procedures) must be documented and made known.</li> <li>• Graduation requirements, tuition, and fees must be accurately stated, published, and made known to all applicants. When published fees are subject to change, a statement to that effect must be included. This includes</li> </ul>

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	fees associated with distance education.	fees associated with distance education.	fees associated with distance education.	fees associated with distance education.
<i>PROGRAMS MUST DISPLAY THE COST OF ATTENDANCE FOR THE OT/OTA PROGRAM, WHICH INCLUDES CURRENT TUITION AND FEES AS WELL AS THE TOTAL COST OF ATTENDING AND COMPLETING THE OCCUPATIONAL THERAPY OR OCCUPATIONAL THERAPY ASSISTANT PROGRAM. THIS INFORMATION MUST BE DISPLAYED ON THE PROGRAM'S HOME PAGE OR A LINK TO THE INFORMATION POSTED ON THE PROGRAM'S HOMEPAGE. COMPLIANCE WITH THE REQUIRED COST OF ATTENDANCE INFORMATION IS EFFECTIVE 2/1/2021.</i>				
<b>A.4.5. Ability to Benefit</b>				
A.4.5.	A program admitting students on the basis of ability to benefit (defined by the USDE as admitting students who do not have either a high school diploma or its equivalent) must publicize its objectives, assessment measures, and means of evaluating the student's ability to benefit.	A program admitting students on the basis of ability to benefit (defined by the USDE as admitting students who do not have either a high school diploma or its equivalent) must publicize its objectives, assessment measures, and means of evaluating the student's ability to benefit.	A program admitting students on the basis of ability to benefit (defined by the USDE as admitting students who do not have either a high school diploma or its equivalent) must publicize its objectives, assessment measures, and means of evaluating the student's ability to benefit.	A program admitting students on the basis of ability to benefit (defined by the USDE as admitting students who do not have either a high school diploma or its equivalent) must publicize its objectives, assessment measures, and means of evaluating the student's ability to benefit.
<b>A.4.6. Progression, Retention, Graduation, Certification, and Credentialing Requirements</b>				
A.4.6.	Documentation of all progression, retention, graduation, certification, and credentialing requirements must be published and made known to applicants. A statement on the program's website about the potential impact of a felony conviction on a graduate's eligibility for certification and credentialing must be provided.	Documentation of all progression, retention, graduation, certification, and credentialing requirements must be published and made known to applicants. A statement on the program's website about the potential impact of a felony conviction on a graduate's eligibility for certification and credentialing must be provided.	Documentation of all progression, retention, graduation, certification, and credentialing requirements must be published and made known to applicants. A statement on the program's website about the potential impact of a felony conviction on a graduate's eligibility for certification and credentialing must be provided.	Documentation of all progression, retention, graduation, certification, and credentialing requirements must be published and made known to applicants. A statement on the program's website about the potential impact of a felony conviction on a graduate's eligibility for certification and credentialing must be provided.
<i>SAMPLE WORDING: "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 GRADUATE WILL BE AN OCCUPATIONAL THERAPIST, REGISTERED (OTR). IN ADDITION, ALL STATES REQUIRE LICENSURE TO PRACTICE; HOWEVER, STATE LICENSES ARE USUALLY BASED ON THE RESULTS OF THE NBCOT CERTIFICATION EXAMINATION. A FELONY CONVICTION MAY AFFECT A GRADUATE'S ABILITY TO SIT FOR THE NBCOT CERTIFICATION EXAMINATION OR ATTAIN STATE LICENSURE."</i>			<i>SAMPLE WORDING: "GRADUATES OF THE PROGRAM WILL BE ELIGIBLE TO SIT FOR THE NATIONAL CERTIFICATION EXAMINATION FOR THE OCCUPATIONAL THERAPY ASSISTANT, ADMINISTERED BY THE NATIONAL BOARD FOR CERTIFICATION IN OCCUPATIONAL THERAPY (NBCOT®). AFTER SUCCESSFUL COMPLETION OF THIS EXAM, THE GRADUATE WILL BE A CERTIFIED OCCUPATIONAL THERAPY ASSISTANT (COTA). IN ADDITION, ALL STATES REQUIRE LICENSURE TO PRACTICE; HOWEVER, STATE LICENSES ARE USUALLY BASED ON THE RESULTS OF THE NBCOT CERTIFICATION EXAMINATION. A FELONY CONVICTION MAY AFFECT A GRADUATE'S ABILITY TO SIT FOR THE NBCOT CERTIFICATION EXAMINATION OR ATTAIN STATE LICENSURE."</i>	
<b>A.4.7. Completion in a Timely Manner</b>				
A.4.7.	The program must have a documented and published policy to ensure that students complete all graduation, fieldwork, and the doctoral capstone requirements in a timely manner. This policy must include a statement that all Level II fieldwork and the doctoral capstone must be completed within a time frame established by the program.	The program must have a documented and published policy to ensure that students complete all graduation and fieldwork requirements in a timely manner. This policy must include a statement that all Level II fieldwork must be completed within a time frame established by the program.	The program must have a documented and published policy to ensure that students complete all graduation, fieldwork, and the baccalaureate project requirements in a timely manner. This policy must include a statement that all Level II fieldwork and the baccalaureate project must be completed within a time frame established by the program.	The program must have a documented and published policy to ensure that students complete all graduation and fieldwork requirements in a timely manner. This policy must include a statement that all Level II fieldwork must be completed within a time frame established by the program.

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	<i>SAMPLE WORDING: "STUDENTS MUST COMPLETE ALL LEVEL II FIELDWORK AND THE DOCTORAL CAPSTONE WITHIN [XX] MONTHS FOLLOWING COMPLETION OF THE DIDACTIC PORTION OF THE PROGRAM."</i>	<i>SAMPLE WORDING: "STUDENTS MUST COMPLETE ALL LEVEL II FIELDWORK WITHIN [XX] MONTHS FOLLOWING COMPLETION OF THE DIDACTIC PORTION OF THE PROGRAM."</i>	<i>SAMPLE WORDING: "STUDENTS MUST COMPLETE ALL LEVEL II FIELDWORK AND THE BACCALAUREATE PROJECT WITHIN [XX] MONTHS FOLLOWING COMPLETION OF THE DIDACTIC PORTION OF THE PROGRAM."</i>	<i>SAMPLE WORDING: "STUDENTS MUST COMPLETE ALL LEVEL II FIELDWORK WITHIN [XX] MONTHS FOLLOWING COMPLETION OF THE DIDACTIC PORTION OF THE PROGRAM."</i>
<b>A.4.8. Student Records</b>				
A.4.8.	Records regarding student admission, enrollment, fieldwork, doctoral capstone, and achievement must be maintained and kept in a secure setting consistent with Family Educational Rights and Privacy Act regulations. Grades and credits for courses must be recorded on students' transcripts and permanently maintained by the sponsoring institution.	Records regarding student admission, enrollment, fieldwork, and achievement must be maintained and kept in a secure setting consistent with Family Educational Rights and Privacy Act regulations. Grades and credits for courses must be recorded on students' transcripts and permanently maintained by the sponsoring institution.	Records regarding student admission, enrollment, fieldwork, baccalaureate project, and achievement must be maintained and kept in a secure setting consistent with Family Educational Rights and Privacy Act regulations. Grades and credits for courses must be recorded on students' transcripts and permanently maintained by the sponsoring institution.	Records regarding student admission, enrollment, fieldwork, and achievement must be maintained and kept in a secure setting consistent with Family Educational Rights and Privacy Act regulations. Grades and credits for courses must be recorded on students' transcripts and permanently maintained by the sponsoring institution.
<b>A.5.0. CURRICULUM FRAMEWORK</b> <b>The curriculum framework is a description of the program that includes the program's mission, philosophy, and curriculum design.</b>				
<b>A.5.1. Curriculum—Preparation to Practice as a Generalist</b>				
A.5.1.	The curriculum must include preparation to practice as a generalist with a broad exposure to practice settings (e.g., school, hospital, community, long-term care) and practice areas, including new and emerging areas (as defined by the program). The curriculum must prepare students to work with a variety of populations including, but not limited to, infants, children, adolescents, adults, and older adults in areas of physical and mental health.	The curriculum must include preparation for practice as a generalist with a broad exposure to practice settings (e.g., school, hospital, community, long-term care) and practice areas, including new and emerging areas (as defined by the program). The curriculum must prepare students to work with a variety of populations including, but not limited to, infants, children, adolescents, adults, and older adults in areas of physical and mental health.	The curriculum must include preparation for practice as a generalist with a broad exposure to practice settings (e.g., school, hospital, community, long-term care) and practice areas, including new and emerging areas (as defined by the program). The curriculum must prepare students to work with a variety of populations including, but not limited to, infants, children, adolescents, adults, and older adults in areas of physical and mental health.	The curriculum must include preparation for practice as a generalist with a broad exposure to practice settings (e.g., school, hospital, community, long-term care) and practice areas, including new and emerging areas (as defined by the program). The curriculum must prepare students to work with a variety of populations including, but not limited to, infants, children, adolescents, adults, and older adults in areas of physical and mental health.
<b>A.5.2. Curriculum—Preparation and Application of In-depth Knowledge</b>				
A.5.2.	The curriculum design must include course objectives and learning activities demonstrating preparation and application of in-depth knowledge in practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory through a combination of a capstone experience and a capstone project.	<i>(No related Standard)</i>	The curriculum design must include course objectives and learning activities demonstrating preparation and application of in-depth knowledge in practice skills, administration, leadership, advocacy, or education through the baccalaureate project.	<i>(No related Standard)</i>



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<b>A.5.3. Program Length</b>				
A.5.3.	The occupational therapy doctoral degree must be awarded after a period of study such that the total time to the degree, including both preprofessional and professional preparation, equals a minimum of 6 FTE academic years. The program must document a system and rationale for ensuring that the length of study of the program is appropriate to the expected learning and competence of the graduate.	The program must document a system and rationale for ensuring that the length of study of the program is appropriate to the expected learning and competence of the graduate.	The program must document a system and rationale for ensuring that the length of study of the program is appropriate to the expected learning and competence of the graduate.	The program must document a system and rationale for ensuring that the length of study of the program is appropriate to the expected learning and competence of the graduate.
<b>A.5.4. Program Mission and Philosophy</b>				
A.5.4.	<ul style="list-style-type: none"> <li>• The statement of the mission of the occupational therapy program must: <ul style="list-style-type: none"> <li>○ Be consistent with and supportive of the mission of the sponsoring institution.</li> <li>○ Explain the unique nature of the program and how it helps fulfill or advance the mission of the sponsoring institution, including religious missions.</li> </ul> </li> <li>• The statement of philosophy of the occupational therapy program must: <ul style="list-style-type: none"> <li>○ Reflect the current published philosophy of the profession.</li> <li>○ Include a statement of the program's fundamental beliefs about human beings and how they learn.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The statement of the mission of the occupational therapy program must: <ul style="list-style-type: none"> <li>○ Be consistent with and supportive of the mission of the sponsoring institution.</li> <li>○ Explain the unique nature of the program and how it helps fulfill or advance the mission of the sponsoring institution, including religious missions.</li> </ul> </li> <li>• The statement of philosophy of the occupational therapy program must: <ul style="list-style-type: none"> <li>○ Reflect the current published philosophy of the profession.</li> <li>○ Include a statement of the program's fundamental beliefs about human beings and how they learn.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The statement of the mission of the occupational therapy assistant program must: <ul style="list-style-type: none"> <li>○ Be consistent with and supportive of the mission of the sponsoring institution.</li> <li>○ Explain the unique nature of the program and how it helps fulfill or advance the mission of the sponsoring institution, including religious missions.</li> </ul> </li> <li>• The statement of philosophy of the occupational therapy assistant program must: <ul style="list-style-type: none"> <li>○ Reflect the current published philosophy of the profession.</li> <li>○ Include a statement of the program's fundamental beliefs about human beings and how they learn.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The statement of the mission of the occupational therapy assistant program must: <ul style="list-style-type: none"> <li>○ Be consistent with and supportive of the mission of the sponsoring institution.</li> <li>○ Explain the unique nature of the program and how it helps fulfill or advance the mission of the sponsoring institution, including religious missions.</li> </ul> </li> <li>• The statement of philosophy of the occupational therapy assistant program must: <ul style="list-style-type: none"> <li>○ Reflect the current published philosophy of the profession.</li> <li>○ Include a statement of the program's fundamental beliefs about human beings and how they learn.</li> </ul> </li> </ul>
<b>A.5.5. Curriculum Design</b>				
A.5.5.	The curriculum design must reflect the mission and philosophy of both the occupational therapy program and the institution and must provide the basis for program planning, implementation, and evaluation. The design must identify curricular threads and educational goals and describe the selection of the content,	The curriculum design must reflect the mission and philosophy of both the occupational therapy program and the institution and must provide the basis for program planning, implementation, and evaluation. The design must identify curricular threads and educational goals and describe the selection of the content,	The curriculum design must reflect the mission and philosophy of both the occupational therapy assistant program and the institution and must provide the basis for program planning, implementation, and evaluation. The design must identify curricular threads and educational goals and describe the selection of the content,	The curriculum design must reflect the mission and philosophy of both the occupational therapy assistant program and the institution and must provide the basis for program planning, implementation, and evaluation. The design must identify curricular threads and educational goals and describe the selection of the content,

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	scope, and sequencing of coursework. The instructional design must reflect the curriculum and ensure appropriate content delivery.	scope, and sequencing of coursework. The instructional design must reflect the curriculum and ensure appropriate content delivery.	scope, and sequencing of coursework. The instructional design must reflect the curriculum and ensure appropriate content delivery.	scope, and sequencing of coursework. The instructional design must reflect the curriculum and ensure appropriate content delivery.
<b>A.5.6. Scholarship Agenda</b>				
A.5.6.	The program must have a documented agenda of scholarship that reflects the curriculum design and mission of the program and institution.	The program must have a documented agenda of scholarship that reflects the curriculum design and mission of the program and institution.	The program must have a documented agenda of scholarship that reflects the curriculum design and mission of the program and institution.	The program must have a documented agenda of scholarship that reflects the curriculum design and mission of the program and institution.
<b>A.5.7. Written Syllabi and Assessment Strategies</b>				
A.5.7.	The program must have written syllabi for each course that include course objectives and learning activities that, in total, reflect all course content required by the Standards. Instructional methods (e.g., presentations, demonstrations, discussion) used to accomplish course objectives must be documented. Programs must also demonstrate the consistency between course syllabi and the curriculum design.  Assessment strategies to assure the acquisition of knowledge, skills, attitudes, professional behaviors, and competencies must be aligned with course objectives and required for progress in the program and graduation.	The program must have written syllabi for each course that include course objectives and learning activities that, in total, reflect all course content required by the Standards. Instructional methods (e.g., presentations, demonstrations, discussion) used to accomplish course objectives must be documented. Programs must also demonstrate the consistency between course syllabi and the curriculum design.  Assessment strategies to assure the acquisition of knowledge, skills, attitudes, professional behaviors, and competencies must be aligned with course objectives and required for progress in the program and graduation.	The program must have written syllabi for each course that include course objectives and learning activities that, in total, reflect all course content required by the Standards. Instructional methods (e.g., presentations, demonstrations, discussion) used to accomplish course objectives must be documented. Programs must also demonstrate the consistency between course syllabi and the curriculum design.  Assessment strategies to assure the acquisition of knowledge, skills, attitudes, professional behaviors, and competencies must be aligned with course objectives and required for progress in the program and graduation.	The program must have written syllabi for each course that include course objectives and learning activities that, in total, reflect all course content required by the Standards. Instructional methods (e.g., presentations, demonstrations, discussion) used to accomplish course objectives must be documented. Programs must also demonstrate the consistency between course syllabi and the curriculum design.  Assessment strategies to assure the acquisition of knowledge, skills, attitudes, professional behaviors, and competencies must be aligned with course objectives and required for progress in the program and graduation.
<b>A.6.0. STRATEGIC PLAN AND PROGRAM ASSESSMENT</b>				
<b>For programs that are offered at more than one location, the program's strategic plan, evaluation plan, and results of ongoing evaluation must address each program location as a component of the overall plan.</b>				
<b>A.6.1. Strategic Plan</b>				
A.6.1.	The program must document a current strategic plan that articulates the program's future vision and scholarship agenda, which guides the program (e.g., faculty recruitment and professional growth, scholarship, changes in the curriculum design, priorities in academic resources, procurement of fieldwork and doctoral capstone sites). A program strategic plan must reflect a minimum of a 3-year period and include, but need not be	The program must document a current strategic plan that articulates the program's future vision and scholarship agenda, which guides the program (e.g., faculty recruitment and professional growth, scholarship, changes in the curriculum design, priorities in academic resources, procurement of fieldwork sites). A program strategic plan must reflect a minimum of a 3-year period and	The program must document a current strategic plan that articulates the program's future vision and scholarship agenda, which guides the program (e.g., faculty recruitment and professional growth, scholarship, changes in the curriculum design, priorities in academic resources, procurement of fieldwork sites and baccalaureate project). A program strategic plan must reflect a minimum of a 3-year period and include, but need not be	The program must document a current strategic plan that articulates the program's future vision and scholarship agenda, which guides the program (e.g., faculty recruitment and professional growth, scholarship, changes in the curriculum design, priorities in academic resources, procurement of fieldwork sites). A program strategic plan must reflect a minimum of a 3-year period and

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	<p>limited to:</p> <ul style="list-style-type: none"> <li>Evidence that the plan is based on program evaluation and an analysis of external and internal environments.</li> <li>Long-term goals that address the vision and mission of both the institution and the program, as well as specific needs of the program.</li> <li>Specific measurable action steps with expected timelines by which the program will reach its long-term goals.</li> <li>Person(s) responsible for action steps.</li> <li>Evidence of periodic updating of action steps and long-term goals as they are met or as circumstances change.</li> </ul>	<p>include, but need not be limited to:</p> <ul style="list-style-type: none"> <li>Evidence that the plan is based on program evaluation and an analysis of external and internal environments.</li> <li>Long-term goals that address the vision and mission of both the institution and the program, as well as specific needs of the program.</li> <li>Specific measurable action steps with expected timelines by which the program will reach its long-term goals.</li> <li>Person(s) responsible for action steps.</li> <li>Evidence of periodic updating of action steps and long-term goals as they are met or as circumstances change.</li> </ul>	<p>limited to:</p> <ul style="list-style-type: none"> <li>Evidence that the plan is based on program evaluation and an analysis of external and internal environments.</li> <li>Long-term goals that address the vision and mission of both the institution and the program, as well as specific needs of the program.</li> <li>Specific measurable action steps with expected timelines by which the program will reach its long-term goals.</li> <li>Person(s) responsible for action steps.</li> <li>Evidence of periodic updating of action steps and long-term goals as they are met or as circumstances change.</li> </ul>	<p>include, but need not be limited to:</p> <ul style="list-style-type: none"> <li>Evidence that the plan is based on program evaluation and an analysis of external and internal environments.</li> <li>Long-term goals that address the vision and mission of both the institution and the program, as well as specific needs of the program.</li> <li>Specific measurable action steps with expected timelines by which the program will reach its long-term goals.</li> <li>Person(s) responsible for action steps.</li> <li>Evidence of periodic updating of action steps and long-term goals as they are met or as circumstances change.</li> </ul>
<b>A.6.2. Professional Development Plans</b>				
A.6.2.	<p>The program director and each faculty member who teaches two or more courses must have a current written professional growth and development plan. Each plan must contain the signature of the faculty member and supervisor (electronic/typed signature is acceptable). At a minimum, the plan must include, but need not be limited to:</p> <ul style="list-style-type: none"> <li>Goals to enhance the faculty member's ability to fulfill designated responsibilities (e.g., goals related to areas of teaching responsibility, teaching effectiveness, scholarly activity).</li> <li>Evidence of currency in the areas of teaching responsibilities.</li> <li>Specific measurable action steps with expected timelines by which the faculty member will achieve the goals.</li> <li>Evidence of annual updates of action steps and goals as they are met or as circumstances change.</li> </ul>	<p>The program director and each faculty member who teaches two or more courses must have a current written professional growth and development plan. Each plan must contain the signature of the faculty member and supervisor (electronic/typed signature is acceptable). At a minimum, the plan must include, but need not be limited to:</p> <ul style="list-style-type: none"> <li>Goals to enhance the faculty member's ability to fulfill designated responsibilities (e.g., goals related to areas of teaching responsibility, teaching effectiveness, scholarly activity).</li> <li>Evidence of currency in the areas of teaching responsibilities.</li> <li>Specific measurable action steps with expected timelines by which the faculty member will achieve the goals.</li> <li>Evidence of annual updates of action steps and goals as they are met or as circumstances change.</li> </ul>	<p>The program director and each faculty member who teaches two or more courses must have a current written professional growth and development plan. Each plan must contain the signature of the faculty member and supervisor (electronic/typed signature is acceptable). At a minimum, the plan must include, but need not be limited to:</p> <ul style="list-style-type: none"> <li>Goals to enhance the faculty member's ability to fulfill designated responsibilities (e.g., goals related to areas of teaching responsibility, teaching effectiveness, scholarly activity).</li> <li>Evidence of currency in the areas of teaching responsibilities.</li> <li>Specific measurable action steps with expected timelines by which the faculty member will achieve the goals.</li> <li>Evidence of annual updates of action steps and goals as they are met or as circumstances change.</li> </ul>	<p>The program director and each faculty member who teaches two or more courses must have a current written professional growth and development plan. Each plan must contain the signature of the faculty member and supervisor (electronic/typed signature is acceptable). At a minimum, the plan must include, but need not be limited to:</p> <ul style="list-style-type: none"> <li>Goals to enhance the faculty member's ability to fulfill designated responsibilities (e.g., goals related to areas of teaching responsibility, teaching effectiveness, scholarly activity).</li> <li>Evidence of currency in the areas of teaching responsibilities.</li> <li>Specific measurable action steps with expected timelines by which the faculty member will achieve the goals.</li> <li>Evidence of annual updates of action steps and goals as they are met or as circumstances change.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Identification of the ways in which the faculty member's professional development plan will contribute to attaining the program's strategic goals.</li> <li>• The individual faculty member's designated responsibilities (e.g., every plan does not need to include scholarly activity if this is not part of the faculty member's responsibilities. Similarly, if the faculty member's primary role is research, he or she may not need a goal related to teaching effectiveness).</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of the ways in which the faculty member's professional development plan will contribute to attaining the program's strategic goals.</li> <li>• The individual faculty member's designated responsibilities (e.g., every plan does not need to include scholarly activity if this is not part of the faculty member's responsibilities. Similarly, if the faculty member's primary role is research, he or she may not need a goal related to teaching effectiveness).</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of the ways in which the faculty member's professional development plan will contribute to attaining the program's strategic goals.</li> <li>• The individual faculty member's designated responsibilities (e.g., every plan does not need to include scholarly activity if this is not part of the faculty member's responsibilities).</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of the ways in which the faculty member's professional development plan will contribute to attaining the program's strategic goals.</li> <li>• The individual faculty member's designated responsibilities (e.g., every plan does not need to include scholarly activity if this is not part of the faculty member's responsibilities).</li> </ul>
<b>A.6.3. Program Evaluation</b>				
A.6.3.	<p>Programs must routinely secure and document sufficient qualitative and quantitative information to allow for analysis about the extent to which the program is meeting its stated goals and objectives to inform strategic changes. This must include, but need not be limited to:</p> <ul style="list-style-type: none"> <li>• Faculty effectiveness in their assigned teaching responsibilities.</li> <li>• Effectiveness of instructional design.</li> <li>• Students' competency in professional behaviors.</li> <li>• Students' progression through the program.</li> <li>• Student retention rates.</li> <li>• Fieldwork and doctoral capstone performance evaluation.</li> <li>• Student evaluation of fieldwork and the doctoral capstone experience.</li> <li>• Evaluation of doctoral capstone outcomes.</li> <li>• Student satisfaction with the program.</li> <li>• Graduates' performance on the NBCOT certification exam.</li> <li>• Graduates' job placement and performance as determined by employer satisfaction.</li> <li>• Graduates' scholarly activity (e.g., presentations, publications, grants)</li> </ul>	<p>Programs must routinely secure and document sufficient qualitative and quantitative information to allow for analysis about the extent to which the program is meeting its stated goals and objectives to inform strategic changes. This must include, but need not be limited to:</p> <ul style="list-style-type: none"> <li>• Faculty effectiveness in their assigned teaching responsibilities.</li> <li>• Effectiveness of instructional design.</li> <li>• Students' competency in professional behaviors.</li> <li>• Students' progression through the program.</li> <li>• Student retention rates.</li> <li>• Fieldwork performance evaluation.</li> <li>• Student evaluation of fieldwork experience.</li> <li>• Student satisfaction with the program.</li> <li>• Graduates' performance on the NBCOT certification exam.</li> <li>• Graduates' job placement and performance as determined by employer satisfaction.</li> </ul> <p>Programs must routinely and systematically analyze data to determine the extent to which the program is meeting its stated goals and objectives. An</p>	<p>Programs must routinely secure and document sufficient qualitative and quantitative information to allow for analysis about the extent to which the program is meeting its stated goals and objectives to inform strategic changes. This must include, but need not be limited to:</p> <ul style="list-style-type: none"> <li>• Faculty effectiveness in their assigned teaching responsibilities.</li> <li>• Effectiveness of instructional design.</li> <li>• Students' competency in professional behaviors.</li> <li>• Students' progression through the program.</li> <li>• Student retention rates.</li> <li>• Fieldwork and baccalaureate project performance evaluation.</li> <li>• Student evaluation of fieldwork and the baccalaureate project experience.</li> <li>• Evaluation of baccalaureate project outcomes.</li> <li>• Student satisfaction with the program.</li> <li>• Graduates' performance on the NBCOT certification exam.</li> <li>• Graduates' job placement and performance as determined by employer satisfaction.</li> </ul> <p>Programs must routinely and</p>	<p>Programs must routinely secure and document sufficient qualitative and quantitative information to allow for analysis about the extent to which the program is meeting its stated goals and objectives to inform strategic changes. This must include, but need not be limited to:</p> <ul style="list-style-type: none"> <li>• Faculty effectiveness in their assigned teaching responsibilities.</li> <li>• Effectiveness of instructional design.</li> <li>• Students' competency in professional behaviors.</li> <li>• Students' progression through the program.</li> <li>• Student retention rates.</li> <li>• Fieldwork performance evaluation.</li> <li>• Student evaluation of fieldwork experience.</li> <li>• Student satisfaction with the program.</li> <li>• Graduates' performance on the NBCOT certification exam.</li> <li>• Graduates' job placement and performance as determined by employer satisfaction.</li> </ul> <p>Programs must routinely and systematically analyze data to determine the extent to which the program is meeting its stated goals and objectives. An</p>

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	<p>obtained, state and national leadership positions, awards).</p> <p>Programs must routinely and systematically analyze data to determine the extent to which the program is meeting its stated goals and objectives. An annual report summarizing analysis of data and planned action responses must be maintained.</p> <p>The results of ongoing evaluation must be appropriately reflected in the program's strategic plan, curriculum, and other dimensions of the program.</p>	<p>annual report summarizing analysis of data and planned action responses must be maintained.</p> <p>The results of ongoing evaluation must be appropriately reflected in the program's strategic plan, curriculum, and other dimensions of the program.</p>	<p>systematically analyze data to determine the extent to which the program is meeting its stated goals and objectives. An annual report summarizing analysis of data and planned action responses must be maintained.</p> <p>The results of ongoing evaluation must be appropriately reflected in the program's strategic plan, curriculum, and other dimensions of the program.</p>	<p>annual report summarizing analysis of data and planned action responses must be maintained.</p> <p>The results of ongoing evaluation must be appropriately reflected in the program's strategic plan, curriculum, and other dimensions of the program.</p>

**A.6.4. Certification Exam Pass Rate**

A.6.4.	<p>The average pass rate over the 3 most recent calendar years for graduates attempting the national certification exam within 12 months of graduation from the program must be 80% or higher (regardless of the number of attempts). If a program has fewer than 25 test takers in the 3 most recent calendar years, the program may include test takers from additional years until it reaches 25 or until the 5 most recent calendar years are included in the total. Programs that did not have candidates who sat for the exam in each of the 3 most recent calendar years must meet the required 80% pass rate each year until data for 3 calendar years are available.</p>	<p>The average pass rate over the 3 most recent calendar years for graduates attempting the national certification exam within 12 months of graduation from the program must be 80% or higher (regardless of the number of attempts). If a program has fewer than 25 test takers in the 3 most recent calendar years, the program may include test takers from additional years until it reaches 25 or until the 5 most recent calendar years are included in the total. Programs that did not have candidates who sat for the exam in each of the 3 most recent calendar years must meet the required 80% pass rate each year until data for 3 calendar years are available.</p>	<p>The average pass rate over the 3 most recent calendar years for graduates attempting the national certification exam within 12 months of graduation from the program must be 80% or higher (regardless of the number of attempts). If a program has fewer than 25 test takers in the 3 most recent calendar years, the program may include test takers from additional years until it reaches 25 or until the 5 most recent calendar years are included in the total. Programs that did not have candidates who sat for the exam in each of the 3 most recent calendar years must meet the required 80% pass rate each year until data for 3 calendar years are available.</p>	<p>The average pass rate over the 3 most recent calendar years for graduates attempting the national certification exam within 12 months of graduation from the program must be 80% or higher (regardless of the number of attempts). If a program has fewer than 25 test takers in the 3 most recent calendar years, the program may include test takers from additional years until it reaches 25 or until the 5 most recent calendar years are included in the total. Programs that did not have candidates who sat for the exam in each of the 3 most recent calendar years must meet the required 80% pass rate each year until data for 3 calendar years are available.</p>
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**SECTION B: CONTENT REQUIREMENTS**

The content requirements are written as expected student outcomes. Faculty are responsible for developing learning activities and evaluation methods to document that students meet these outcomes. Level II Fieldwork, the Baccalaureate Project, or the Doctoral Capstone Experience and Project syllabi may not be used to document compliance with a section B content Standard.

**B.1.0. FOUNDATIONAL CONTENT REQUIREMENTS**

Program content must be based on a broad foundation in the liberal arts and sciences. A strong foundation in the biological, physical, social, and behavioral sciences supports an understanding of occupation across the lifespan. If the content of the Standard is met through prerequisite coursework, the application of foundational content in the sciences must also be evident in professional coursework. The student will be able to:

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<b><i>B.1.1. Human Body, Development, and Behavior</i></b>				
B.1.1.	Demonstrate knowledge of: <ul style="list-style-type: none"> <li>The structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics.</li> <li>Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology.</li> <li>Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation.</li> </ul>	Demonstrate knowledge of: <ul style="list-style-type: none"> <li>The structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics.</li> <li>Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology.</li> <li>Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation.</li> </ul>	Demonstrate knowledge of: <ul style="list-style-type: none"> <li>The structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics.</li> <li>Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology.</li> <li>Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation.</li> </ul>	Demonstrate knowledge of: <ul style="list-style-type: none"> <li>The structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics.</li> <li>Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology.</li> <li>Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation.</li> </ul>
<b><i>B.1.2. Sociocultural, Socioeconomic, Diversity Factors, and Lifestyle Choices</i></b>				
B.1.2.	Apply, analyze, and evaluate the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations. Course content must include, but is not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology.	Apply and analyze the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations. Course content must include, but is not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology.	Apply knowledge and appreciation of the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations (e.g., principles of psychology, sociology, and abnormal psychology).	Explain the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations (e.g., principles of psychology, sociology, and abnormal psychology).
<b><i>B.1.3. Social Determinants of Health</i></b>				
B.1.3.	Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an analysis of the epidemiological factors that impact the public health and welfare of populations.	Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an analysis of the epidemiological factors that impact the public health and welfare of populations.	Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an understanding of the epidemiological factors that impact the public health and welfare of populations.	Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an understanding of the epidemiological factors that impact the public health and welfare of populations.
<b><i>B.1.4. Quantitative Statistics and Qualitative Analysis</i></b>				
B.1.4.	Demonstrate the ability to use quantitative statistics and qualitative analysis to interpret tests and measurements for the purpose of establishing and delivering evidence-based practice.	Demonstrate the ability to use quantitative statistics and qualitative analysis to interpret tests and measurements for the purpose of establishing and delivering evidence-based practice.	<i>(No related Standard)</i>	<i>(No related Standard)</i>

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<b>B.2.0. OCCUPATIONAL THERAPY THEORETICAL PERSPECTIVES</b>				
<b>Current and relevant interprofessional perspectives including rehabilitation, disability, and developmental as well as person/population-environment-occupation models, theories and frameworks of practice. The program must facilitate the development of the performance criteria listed below. The student will be able to:</b>				
<b><i>B.2.1. Scientific Evidence, Theories, Models of Practice, and Frames of Reference</i></b>				
B.2.1.	Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.	Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.	Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.	Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.
<b><i>B.2.2. Theory Development</i></b>				
B.2.2.	Explain the process of theory development in occupational therapy and its desired impact and influence on society.	Explain the process of theory development and its importance to occupational therapy.	Define the process of theory development and its importance to occupational therapy.	Define the process of theory development and its importance to occupational therapy.
<b>B.3.0. BASIC TENETS OF OCCUPATIONAL THERAPY</b>				
<b>Coursework must facilitate development of the performance criteria listed below. The student will be able to:</b>				
<b><i>B.3.1. OT History, Philosophical Base, Theory, and Sociopolitical Climate</i></b>				
B.3.1.	Analyze and evaluate occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.	Analyze occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.	Apply knowledge of occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.	Apply knowledge of occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.
<b><i>B.3.2. Interaction of Occupation and Activity</i></b>				
B.3.2.	Apply, analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors.	Apply, analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors.	Demonstrate knowledge of and apply the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors.	Demonstrate knowledge of and apply the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors.
<b><i>B.3.3. Distinct Nature of Occupation</i></b>				
B.3.3.	Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being.	Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being.	Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being.	Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being.

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<b><i>B.3.4. Balancing Areas of Occupation, Role in Promotion of Health, and Prevention</i></b>				
B.3.4.	Apply, analyze, and evaluate scientific evidence to explain the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations.	Apply and analyze scientific evidence to explain the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations.	Demonstrate knowledge of scientific evidence as it relates to the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations.	Demonstrate knowledge of scientific evidence as it relates to the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations.
<b><i>B.3.5. Effects of Disease Processes</i></b>				
B.3.5.	Analyze and evaluate the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.	Analyze the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.	Demonstrate knowledge of the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.	Demonstrate knowledge of the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.
<b><i>B.3.6. Activity Analysis</i></b>				
B.3.6.	Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate the intervention plan.	Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate the intervention plan.	Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to implement the intervention plan.	Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to implement the intervention plan.
<b><i>B.3.7. Safety of Self and Others</i></b>				
B.3.7.	Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.	Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.	Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.	Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.



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B.4.0.	<p><b>REFERRAL, SCREENING, EVALUATION, AND INTERVENTION PLAN</b></p> <p>The process of referral, screening, evaluation, and diagnosis as related to occupational performance and participation must be client centered; culturally relevant; and based on theoretical perspectives, models of practice, frames of reference, and available evidence.</p> <p><b>INTERVENTION PLAN: FORMULATION AND IMPLEMENTATION</b></p> <p>The process of formulation and implementation of the therapeutic intervention plan to facilitate occupational performance and participation must be client centered and culturally relevant; reflective of current and emerging occupational therapy practice; based on available evidence; and based on theoretical perspectives, models of practice, and frames of reference.</p> <p>These processes must consider the needs of persons, groups, and populations.</p> <p>The program must facilitate development of the performance criteria listed below. The student will be able to:</p>		<p><b>SCREENING, EVALUATION, AND INTERVENTION PLAN</b></p> <p>The process of screening and evaluation as related to occupational performance and participation must be conducted under the supervision of and in cooperation with the occupational therapist and must be client centered; culturally relevant; and based on theoretical perspectives, models of practice, frames of reference, and available evidence. These processes must consider the needs of persons, groups, and populations.</p> <p><b>INTERVENTION AND IMPLEMENTATION</b></p> <p>The process of intervention to facilitate occupational performance and participation must be done under the supervision of and in cooperation with the occupational therapist and must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.</p> <p>The program must facilitate development of the performance criteria listed below. The student will be able to:</p>	
<b>B.4.1. Therapeutic Use of Self</b>				
B.4.1.	Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.	Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.	Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.	Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.
<b>B.4.2. Clinical Reasoning</b>				
B.4.2.	Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills.	Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills.	Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills.	Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills.
<b>B.4.3. Occupation-Based Interventions</b>				
B.4.3.	Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention.	Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention.	Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention.	Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention.
<b>B.4.4. Standardized and Nonstandardized Screening and Assessment Tools</b>				
B.4.4.	Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to determine the need for occupational therapy intervention(s). Assessment	Evaluate client(s)' occupational performance, including occupational profile, by analyzing and selecting standardized and non-standardized screenings and assessment tools to determine the need for occupational therapy intervention(s). Assessment	Contribute to the evaluation process of client(s)' occupational performance, including an occupational profile, by administering standardized and nonstandardized screenings and assessment tools and collaborating in the development of occupation-based	Contribute to the evaluation process of client(s)' occupational performance, including an occupational profile, by administering standardized and nonstandardized screenings and assessment tools and collaborating in the development of occupation-based

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	<p>methods must take into consideration cultural and contextual factors of the client.</p> <p>Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies.</p> <p>Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.</p>	<p>methods must take into consideration cultural and contextual factors of the client.</p> <p>Interpret evaluation findings of occupational performance and participation deficits to develop occupation-based intervention plans and strategies.</p> <p>Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.</p>	<p>intervention plans and strategies.</p> <p>Explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors to deliver evidence-based intervention plans and strategies.</p> <p>Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.</p>	<p>intervention plans and strategies.</p> <p>Explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors to deliver evidence-based intervention plans and strategies.</p> <p>Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.</p>
<b>B.4.5. Application of Assessment Tools and Interpretation of Results</b>				
B.4.5.	<p>Select and apply assessment tools, considering client needs, and cultural and contextual factors.</p> <p>Administer selected standardized and nonstandardized assessments using appropriate procedures and protocols.</p> <p>Interpret the results based on psychometric properties of tests considering factors that might bias assessment results (e.g., culture and disability status related to the person and context).</p>	<p>Select and apply assessment tools, considering client needs, and cultural and contextual factors.</p> <p>Administer selected standardized and nonstandardized assessments using appropriate procedures and protocols.</p> <p>Interpret the results based on psychometric properties of tests considering factors that might bias assessment results (e.g., culture and disability status related to the person and context).</p>	<i>(No related Standard)</i>	<i>(No related Standard)</i>
<b>B.4.6. Reporting Data</b>				
B.4.6.	<p>Collect, analyze, and report data in a systematic manner for evaluation of client and practice outcomes. Report evaluation results and modify practice as needed.</p>	<p>Collect, analyze, and report data in a systematic manner for evaluation of client and practice outcomes. Report evaluation results and modify practice as needed.</p>	<p>Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes.</p>	<p>Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes.</p>
<b>B.4.7. Interpret Standardized Test Scores</b>				
B.4.7.	<p>Interpret criterion-referenced and norm-referenced standardized test scores on the basis of an understanding of sampling, normative data, standard and criterion scores, reliability, and validity.</p>	<p>Interpret criterion-referenced and norm-referenced standardized test scores on the basis of an understanding of sampling, normative data, standard and criterion scores, reliability, and validity.</p>	<i>(No related Standard)</i>	<i>(No related Standard)</i>
<b>B.4.8. Interpret Evaluation Data</b>				
B.4.8.	<p>Interpret the evaluation data in relation to accepted terminology of the profession and explain the findings to the interprofessional team.</p>	<p>Interpret the evaluation data in relation to accepted terminology of the profession and explain the findings to the interprofessional team.</p>	<i>(No related Standard)</i>	<i>(No related Standard)</i>

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<b><i>B.4.9. Remediation and Compensation</i></b>				
B.4.9.	Design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance.	Design and implement intervention strategies to remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance.	Demonstrate an understanding of the intervention strategies that remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance.	Demonstrate an understanding of the intervention strategies that remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance.
<b><i>B.4.10. Provide Interventions and Procedures</i></b>				
B.4.10.	Recommend and provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations.  This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy.	Recommend and provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations.  This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy.	Provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations.  This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy.	Provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations.  This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy.
<b><i>B.4.11. Assistive Technologies and Devices</i></b>				
B.4.11.	Assess the need for and demonstrate the ability to design, fabricate, apply, fit, and train in assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being.	Assess the need for and demonstrate the ability to design, fabricate, apply, fit, and train in assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being.	Explain the need for and demonstrate strategies with assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being.	Explain the need for and demonstrate strategies with assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being.
<b><i>B.4.12. Orthoses and Prosthetic Devices</i></b>				
B.4.12.	Assess the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation.  Train in the safe and effective use of prosthetic devices.	Assess the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation.  Train in the safe and effective use of prosthetic devices.	Explain the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation.  Train in the safe and effective use of prosthetic devices.	Explain the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation.  Train in the safe and effective use of prosthetic devices.
<b><i>B.4.13. Functional Mobility</i></b>				
B.4.13.	Provide recommendations and training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.	Provide recommendations and training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.	Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.	Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.

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<b><i>B.4.14. Community Mobility</i></b>				
B.4.14.	Evaluate the needs of persons, groups, and populations to design programs that enhance community mobility, and implement transportation transitions, including driver rehabilitation and community access.	Evaluate the needs of persons, groups, and populations to design programs that enhance community mobility, and implement transportation transitions, including driver rehabilitation and community access.	Provide training in techniques to enhance community mobility, and address transportation transitions, including driver rehabilitation and community access.	Provide training in techniques to enhance community mobility, and address transportation transitions, including driver rehabilitation and community access.
<b><i>B.4.15. Technology in Practice</i></b>				
B.4.15.	Demonstrate knowledge of the use of technology in practice, which must include: <ul style="list-style-type: none"> <li>• Electronic documentation systems</li> <li>• Virtual environments</li> <li>• Telehealth technology</li> </ul>	Demonstrate knowledge of the use of technology in practice, which must include: <ul style="list-style-type: none"> <li>• Electronic documentation systems</li> <li>• Virtual environments</li> <li>• Telehealth technology</li> </ul>	Demonstrate knowledge of the use of technology in practice, which must include: <ul style="list-style-type: none"> <li>• Electronic documentation systems</li> <li>• Virtual environments</li> <li>• Telehealth technology</li> </ul>	Demonstrate knowledge of the use of technology in practice, which must include: <ul style="list-style-type: none"> <li>• Electronic documentation systems</li> <li>• Virtual environments</li> <li>• Telehealth technology</li> </ul>
<b><i>B.4.16. Dysphagia and Feeding Disorders</i></b>				
B.4.16.	Evaluate and provide interventions for dysphagia and disorders of feeding and eating to enable performance, and train others in precautions and techniques while considering client and contextual factors.	Evaluate and provide interventions for dysphagia and disorders of feeding and eating to enable performance, and train others in precautions and techniques while considering client and contextual factors.	Demonstrate interventions that address dysphagia and disorders of feeding and eating, and train others in precautions and techniques while considering client and contextual factors.	Demonstrate interventions that address dysphagia and disorders of feeding and eating, and train others in precautions and techniques while considering client and contextual factors.
<b><i>B.4.17. Superficial Thermal, Deep Thermal, and Electrotherapeutic Agents and Mechanical Devices</i></b>				
B.4.17.	Demonstrate knowledge and use of the safe and effective application of superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory measure to improve occupational performance. This must include indications, contraindications, and precautions.	Demonstrate knowledge and use of the safe and effective application of superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory measure to improve occupational performance. This must include indications, contraindications, and precautions.	Define the safe and effective application of superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory measure to improve occupational performance. This must include indications, contraindications, and precautions.	Define the safe and effective application of superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory measure to improve occupational performance. This must include indications, contraindications, and precautions.
<b><i>B.4.18. Grade and Adapt Processes or Environments</i></b>				
B.4.18.	Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.	Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.	Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.	Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.

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<b><i>B.4.19. Consultative Process</i></b>				
B.4.19.	Demonstrate, evaluate, and plan the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues.	Demonstrate, evaluate, and plan the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues.	Engage in the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues.	Engage in the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues.
<b><i>B.4.20. Care Coordination, Case Management, and Transition Services</i></b>				
B.4.20.	Demonstrate, evaluate, and plan care coordination, case management, and transition services in traditional and emerging practice environments.	Demonstrate, evaluate, and plan care coordination, case management, and transition services in traditional and emerging practice environments.	Demonstrate, evaluate, and plan care coordination and case management. Understand and articulate transition services in traditional and emerging practice environments.	Understand and articulate care coordination, case management, and transition services in traditional and emerging practice environments.
<b><i>B.4.21. Teaching–Learning Process and Health Literacy</i></b>				
B.4.21.	Demonstrate, evaluate, and utilize the principles of the teaching–learning process using educational methods and health literacy education approaches: <ul style="list-style-type: none"> <li>• To design activities and clinical training for persons, groups, and populations.</li> <li>• To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.</li> </ul>	Demonstrate, evaluate, and utilize the principles of the teaching–learning process using educational methods and health literacy education approaches: <ul style="list-style-type: none"> <li>• To design activities and clinical training for persons, groups, and populations.</li> <li>• To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.</li> </ul>	Demonstrate the principles of the teaching–learning process using educational methods and health literacy education approaches: <ul style="list-style-type: none"> <li>• To design activities and clinical training for persons, groups, and populations.</li> <li>• To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.</li> </ul>	Demonstrate the principles of the teaching–learning process using educational methods and health literacy education approaches: <ul style="list-style-type: none"> <li>• To design activities and clinical training for persons, groups, and populations.</li> <li>• To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.</li> </ul>
<b><i>B.4.22. Need for Continued or Modified Intervention</i></b>				
B.4.22.	Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention.	Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention.	Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention, and communicate the identified needs to the occupational therapist.	Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention, and communicate the identified needs to the occupational therapist.
<b><i>B.4.23. Effective Communication</i></b>				
B.4.23.	Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness.	Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness.	Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness.	Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness.

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<b><i>B.4.24. Effective Intraprofessional Collaboration</i></b>				
B.4.24.	Demonstrate effective intraprofessional OT/OTA collaboration to: <ul style="list-style-type: none"> <li>• Identify the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process.</li> <li>• Demonstrate and identify techniques in skills of supervision and collaboration with occupational therapy assistants.</li> </ul>	Demonstrate effective intraprofessional OT/OTA collaboration to: <ul style="list-style-type: none"> <li>• Identify the role of the occupational therapist and occupational therapy assistant in the screening and evaluation process.</li> <li>• Demonstrate and identify techniques in skills of supervision and collaboration with occupational therapy assistants.</li> </ul>	Demonstrate effective intraprofessional OT/OTA collaboration to explain the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process.	Demonstrate effective intraprofessional OT/OTA collaboration to explain the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process.
<b><i>B.4.25. Principles of Interprofessional Team Dynamics</i></b>				
B.4.25.	Demonstrate knowledge of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable.	Demonstrate knowledge of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable.	Demonstrate awareness of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable.	Demonstrate awareness of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable.
<b><i>B.4.26. Referral to Specialists</i></b>				
B.4.26.	Evaluate and discuss mechanisms for referring clients to specialists both internal and external to the profession, including community agencies.	Evaluate and discuss mechanisms for referring clients to specialists both internal and external to the profession, including community agencies.	Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies.	Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies.
<b><i>B.4.27. Community and Primary Care Programs</i></b>				
B.4.27.	Evaluate access to community resources, and design community or primary care programs to support occupational performance for persons, groups, and populations.	Evaluate access to community resources, and design community or primary care programs to support occupational performance for persons, groups, and populations.	Identify and communicate to the occupational therapist the need to design community and primary care programs to support occupational performance for persons, groups, and populations.	Identify and communicate to the occupational therapist the need to design community and primary care programs to support occupational performance for persons, groups, and populations.
<b><i>B.4.28. Plan for Discharge</i></b>				
B.4.28.	Develop a plan for discharge from occupational therapy services in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment.	Develop a plan for discharge from occupational therapy services in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment.	Implement a discharge plan from occupational therapy services that was developed by the occupational therapist in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment.	Implement a discharge plan from occupational therapy services that was developed by the occupational therapist in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment.

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<b>B.4.29. Reimbursement Systems and Documentation</b>				
B.4.29.	<p>Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), appeals mechanisms, treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy.</p> <p>Documentation must effectively communicate the need and rationale for occupational therapy services.</p>	<p>Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), appeals mechanisms, treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy.</p> <p>Documentation must effectively communicate the need and rationale for occupational therapy services.</p>	<p>Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy.</p> <p>Documentation must effectively communicate the need and rationale for occupational therapy services.</p>	<p>Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy.</p> <p>Documentation must effectively communicate the need and rationale for occupational therapy services.</p>
<b>B.5.0.</b>	<p><b>CONTEXT OF SERVICE DELIVERY, LEADERSHIP, AND MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES</b></p> <p><b>Context of service delivery includes knowledge and understanding of the various contexts, such as professional, social, cultural, political, economic, and ecological, in which occupational therapy services are provided.</b></p> <p><b>Management and leadership skills of occupational therapy services include the application of principles of management and systems in the provision of occupational therapy services to persons, groups, populations, and organizations.</b></p> <p><b>The program must facilitate development of the performance criteria listed below. The student will:</b></p>			
<b>B.5.1. Factors, Policy Issues, and Social Systems</b>				
B.5.1.	<p>Identify, analyze, and evaluate the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations to promote policy development and social systems as they relate to the practice of occupational therapy.</p>	<p>Identify, analyze, and evaluate the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations to promote policy development and social systems as they relate to the practice of occupational therapy.</p>	<p>Identify and explain the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations to promote policy development and social systems as they relate to the practice of occupational therapy.</p>	<p>Identify and explain the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations and social systems as they relate to the practice of occupational therapy.</p>
<b>B.5.2. Advocacy</b>				
B.5.2.	<p>Identify, analyze, and advocate for existing and future service delivery models and policies, and their potential effect on the practice of occupational therapy and opportunities to address societal needs.</p>	<p>Identify, analyze, and advocate for existing and future service delivery models and policies, and their potential effect on the practice of occupational therapy and opportunities to address societal needs.</p>	<p>Explain the role and responsibility of the practitioner to advocate for changes in service delivery policies, effect changes in the system, recognize opportunities in emerging practice areas, and advocate for opportunities to expand the occupational therapy assistant's role.</p>	<p>Explain the role and responsibility of the practitioner to advocate for changes in service delivery policies, effect changes in the system, recognize opportunities in emerging practice areas, and advocate for opportunities to expand the occupational therapy assistant's role.</p>

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<b><i>B.5.3. Business Aspects of Practice</i></b>				
B.5.3.	Demonstrate knowledge of and evaluate the business aspects of practice including, but not limited to, the development of business plans, financial management, program evaluation models, and strategic planning.	Demonstrate knowledge of and evaluate the business aspects of practice including, but not limited to, the development of business plans, financial management, program evaluation models, and strategic planning.	Explain the business aspects of practice including, but not limited to, the development of business plans, financial management, program evaluation models, and strategic planning.	Explain an understanding of the business aspects of practice including, but not limited to, financial management, billing, and coding.
<b><i>B.5.4. Systems and Structures That Create Legislation</i></b>				
B.5.4.	Identify and evaluate the systems and structures that create federal and state legislation and regulations and their implications and effects on persons, groups, and populations, as well as practice and policy.	Identify and evaluate the systems and structures that create federal and state legislation and regulations and their implications and effects on persons, groups, and populations, as well as practice.	Identify the systems and structures that create federal and state legislation and regulations, and their implications and effects on persons, groups, and populations, as well as practice.	Define the systems and structures that create federal and state legislation and regulations, and their implications and effects on persons, groups, and populations, as well as practice.
<b><i>B.5.5. Requirements for Credentialing and Licensure</i></b>				
B.5.5.	Provide care and programs that demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration consistent with federal and state laws.	Provide care and programs that demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration consistent with federal and state laws.	Provide care and programs that demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration consistent with federal and state laws.	Provide care and programs that demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration consistent with federal and state laws.
<b><i>B.5.6. Market the Delivery of Services</i></b>				
B.5.6.	Demonstrate leadership skills in the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs and service delivery options, and formulation and management of staffing for effective service provision.	Demonstrate the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs and service delivery options, and formulation and management of staffing for effective service provision.	Identify the need and demonstrate the ability to participate in the development, marketing, and management of service delivery options.	Identify the need and demonstrate the ability to participate in the development, marketing, and management of service delivery options.
<b><i>B.5.7. Quality Management and Improvement</i></b>				
B.5.7.	Demonstrate leadership skills in the ability to design ongoing processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys) and develop program changes as needed to demonstrate quality of services and direct administrative changes.	Demonstrate the ability to design ongoing processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys) and develop program changes as needed to demonstrate quality of services and direct administrative changes.	Identify the need for and evaluate processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys) and implement program changes as needed to demonstrate quality of services.	Participate in the documentation of ongoing processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys) and implement program changes as needed to demonstrate quality of services.



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<b>B.5.8. Supervision of Personnel</b>				
B.5.8.	<p>Develop strategies for effective, competency-based legal and ethical supervision of occupational therapy and non-occupational therapy personnel.</p> <p>Analyze staff development and professional abilities and competencies of supervised staff as they relate to job responsibilities.</p>	<p>Develop strategies for effective, competency-based legal and ethical supervision of occupational therapy and non-occupational therapy personnel.</p>	<p>Develop strategies for effective, competency-based legal and ethical supervision of occupational therapy assistants and non-occupational therapy personnel.</p>	<p>Define strategies for effective, competency-based legal and ethical supervision of occupational therapy assistants and non-occupational therapy personnel.</p>
<p><b>B.6.0. SCHOLARSHIP</b></p> <p><b>Promotion of science and scholarly endeavors will serve to describe and interpret the scope of the profession, build research capacity, establish new knowledge, and interpret and apply this knowledge to practice. The program must facilitate development of the performance criteria listed below. The student will be able to:</b></p>				
<b>B.6.1. Scholarly Study</b>			<b>B.6.1. Professional Literature and Scholarly Activities</b>	
B.6.1.	<ul style="list-style-type: none"> <li>• Critique quantitative and qualitative research in order to analyze and evaluate scholarly activities, which contribute to the development of a body of knowledge. This includes the: <ul style="list-style-type: none"> <li>○ Level of evidence</li> <li>○ Validity of research studies</li> <li>○ Strength of the methodology</li> <li>○ Relevance to the profession of occupational therapy</li> </ul> </li> <li>• Locate, select, analyze, and evaluate scholarly literature to make evidence-based decisions.</li> <li>• Design and implement a scholarly study that aligns with current research priorities and advances knowledge translation, professional practice, service delivery, or professional issues (e.g., Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning).</li> </ul> <p>This may include a literature review that requires analysis and synthesis of data. Systematic reviews that require analysis and synthesis of data meet the requirement for this Standard.</p>	<ul style="list-style-type: none"> <li>• Critique quantitative and qualitative research in order to analyze and evaluate scholarly activities, which contribute to the development of a body of knowledge. This includes the: <ul style="list-style-type: none"> <li>○ Level of evidence</li> <li>○ Validity of research studies</li> <li>○ Strength of the methodology</li> <li>○ Relevance to the profession of occupational therapy.</li> </ul> </li> <li>• Locate, select, analyze, and evaluate scholarly literature to make evidence-based decisions.</li> <li>• Participate in scholarly activities that align with current research priorities and advances knowledge translation, professional practice, service delivery, or professional issues (e.g., Scholarship of Integration, Scholarship of Application, Scholarship of Teaching and Learning).</li> </ul> <p>This may include a literature review that requires analysis and synthesis of data. Systematic reviews that require analysis and synthesis of data meet the requirement for this Standard. A research project is not required for this Standard, and narrative</p>	<ul style="list-style-type: none"> <li>• Locate and demonstrate understanding of professional literature, including the quality of the source of information, to make evidence-based practice decisions in collaboration with the occupational therapist.</li> <li>• Explain how scholarly activities and literature contribute to the development of the profession.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate and demonstrate understanding of professional literature, including the quality of the source of information, to make evidence-based practice decisions in collaboration with the occupational therapist.</li> <li>• Explain how scholarly activities and literature contribute to the development of the profession.</li> </ul>

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		reviews do not meet this Standard.		
<b>B.6.2. Quantitative and Qualitative Methods</b>				
B.6.2.	<p>Select, apply, and interpret quantitative and qualitative methods for data analysis to include:</p> <ul style="list-style-type: none"> <li>• Basic descriptive, correlational, and inferential quantitative statistics.</li> <li>• Analysis and synthesis of qualitative data.</li> </ul>	<p>Demonstrate an understanding and use of quantitative and qualitative methods for data analysis to include:</p> <ul style="list-style-type: none"> <li>• Basic descriptive, correlational, and inferential quantitative statistics.</li> <li>• Analysis and synthesis of qualitative data.</li> </ul>	<p>Understand the use of quantitative and qualitative methods for data analysis that include:</p> <ul style="list-style-type: none"> <li>• Basic descriptive, correlational, and inferential quantitative statistics.</li> <li>• Analysis and synthesis of qualitative data.</li> </ul>	<p>Understand the difference between quantitative and qualitative research studies.</p>
<b>B.6.3. Scholarly Reports</b>				
B.6.3.	<p>Create scholarly reports appropriate for presentation or for publication in a peer-reviewed journal that support skills of clinical practice. The reports must be made available to professional or public audiences.</p>	<p>Demonstrate the skills necessary to write a scholarly report in a format for presentation or publication, which may be made available to professional or public audiences.</p>	<p>Demonstrate the skills to understand a scholarly report.</p>	<p>Demonstrate the skills to understand a scholarly report.</p>
<b>B.6.4. Locating and Securing Grants</b>				
B.6.4.	<p>Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities and program development. Create grant proposals to support scholarly activities and program development.</p>	<p>Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities and program development.</p>	<i>(No related Standard)</i>	<i>(No related Standard)</i>
<b>B.6.5. Ethical Policies and Procedures for Research</b>				
B.6.5.	<p>Demonstrate an understanding of how to design a scholarly proposal in regards to ethical policies and procedures necessary to conduct human-subject research, educational research, or research related to population health.</p>	<p>Demonstrate an understanding of the ethical policies and procedures for human-subject research, educational research, or research related to population health.</p>	<i>(No related Standard)</i>	<i>(No related Standard)</i>
<b>B.6.6. Preparation for Work in an Academic Setting</b>				
B.6.6.	<p>Demonstrate an understanding and apply the principles of instructional design and teaching and learning in preparation for work in an academic setting.</p>	<p>Demonstrate an understanding and apply the principles of instructional design and teaching and learning in preparation for work in an academic setting.</p>	<p>Understand the principles of instructional design and teaching and learning in preparation for work in an academic setting.</p>	<p>Understand the principles of teaching and learning in preparation for work in an academic setting.</p>

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<b>B.7.0. PROFESSIONAL ETHICS, VALUES, AND RESPONSIBILITIES</b>				
<b>Professional ethics, values, and responsibilities include an understanding and appreciation of ethics and values of the profession of occupational therapy. Professional behaviors include the ability to advocate for social responsibility and equitable services to support health equity and address social determinants of health; commit to engaging in lifelong learning; and evaluate the outcome of services, which include client engagement, judicious health care utilization, and population health. The program must facilitate development of the performance criteria listed below. The student will be able to:</b>				
<b><i>B.7.1 Ethical Decision Making</i></b>				
B.7.1.	Demonstrate knowledge of the American Occupational Therapy Association (AOTA) <i>Occupational Therapy Code of Ethics</i> and <i>AOTA Standards of Practice</i> and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.	Demonstrate knowledge of the American Occupational Therapy Association (AOTA) <i>Occupational Therapy Code of Ethics</i> and <i>AOTA Standards of Practice</i> and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.	Demonstrate knowledge of the American Occupational Therapy Association (AOTA) <i>Occupational Therapy Code of Ethics</i> and <i>AOTA Standards of Practice</i> and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.	Demonstrate knowledge of the American Occupational Therapy Association (AOTA) <i>Occupational Therapy Code of Ethics</i> and <i>AOTA Standards of Practice</i> and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.
<b><i>B.7.2. Professional Engagement</i></b>				
B.7.2.	Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies.	Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies.	Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies.	Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies.
<b><i>B.7.3. Promote Occupational Therapy</i></b>				
B.7.3.	Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.	Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.	Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.	Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.
<b><i>B.7.4. Ongoing Professional Development</i></b>				
B.7.4.	Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.	Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.	Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.	Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.
<b><i>B.7.5. Personal and Professional Responsibilities</i></b>				
B.7.5.	Demonstrate knowledge of personal and professional responsibilities related to: <ul style="list-style-type: none"> <li>• Liability issues under current models of service provision.</li> <li>• Varied roles of the occupational therapist providing service on a contractual basis.</li> </ul>	Demonstrate knowledge of personal and professional responsibilities related to: <ul style="list-style-type: none"> <li>• Liability issues under current models of service provision.</li> <li>• Varied roles of the occupational therapist providing service on a contractual basis.</li> </ul>	Demonstrate knowledge of personal and professional responsibilities related to: <ul style="list-style-type: none"> <li>• Liability issues under current models of service provision.</li> <li>• Varied roles of the occupational therapy assistant providing service on a contractual basis.</li> </ul>	Demonstrate knowledge of personal and professional responsibilities related to: <ul style="list-style-type: none"> <li>• Liability issues under current models of service provision.</li> <li>• Varied roles of the occupational therapy assistant providing service on a contractual basis.</li> </ul>

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<b>SECTION C: FIELDWORK EDUCATION</b>				
<b>C.1.0: FIELDWORK EDUCATION</b> <b>Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model. The academic fieldwork coordinator is responsible for the program's compliance with fieldwork education requirements. The academic fieldwork coordinator will:</b>				
<b>C.1.1. Fieldwork Program Reflects the Curriculum Design</b>				
C.1.1.	Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education.	Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education.	Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education.	Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design, in collaboration with faculty, so that fieldwork experiences in traditional, nontraditional, and emerging settings strengthen the ties between didactic and fieldwork education.
<b>C.1.2. Criteria and Process for Selecting Fieldwork Sites</b>				
C.1.2.	Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience.	Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience.	Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience.	Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience.
<b>C.1.3. Fieldwork Objectives</b>				
C.1.3.	<p>Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience, and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience.</p> <p>Ensure that fieldwork objectives for all experiences include a psychosocial objective.</p>	<p>Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience, and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience.</p> <p>Ensure that fieldwork objectives for all experiences include a psychosocial objective.</p>	<p>Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience, and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience.</p> <p>Ensure that fieldwork objectives for all experiences include a psychosocial objective.</p>	<p>Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience, and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience.</p> <p>Ensure that fieldwork objectives for all experiences include a psychosocial objective.</p>

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<b>C.1.4. Ratio of Fieldwork Educators to Students</b>				
C.1.4.	Ensure that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.	Ensure that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.	Ensure that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.	Ensure that the ratio of fieldwork educators to students enables proper supervision, and provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.
<b>C.1.5. Sufficient Fieldwork Agreements</b>				
C.1.5.	Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner, in accordance with the policy adopted by the program as required by Standard A.4.7.	Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner, in accordance with the policy adopted by the program as required by Standard A.4.7.	Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner, in accordance with the policy adopted by the program as required by Standard A.4.7.	Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner, in accordance with the policy adopted by the program as required by Standard A.4.7.
<b>C.1.6. Level I and II Fieldwork MOUs</b>				
C.1.6.	The program must have evidence of valid memoranda of understanding in effect and signed by both parties from the onset to conclusion of the Level I fieldwork and the Level II fieldwork if it involves an entity outside of the academic program. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding.	The program must have evidence of valid memoranda of understanding in effect and signed by both parties from the onset to conclusion of the Level I fieldwork and the Level II fieldwork if it involves an entity outside of the academic program. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding.	The program must have evidence of valid memoranda of understanding in effect and signed by both parties from the onset to conclusion of the Level I fieldwork and the Level II fieldwork if it involves an entity outside of the academic program. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding.	The program must have evidence of valid memoranda of understanding in effect and signed by both parties from the onset to conclusion of the Level I fieldwork and the Level II fieldwork if it involves an entity outside of the academic program. (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding.
<p><i>IF A FIELD TRIP, OBSERVATION, OR SERVICE LEARNING ACTIVITY IS USED TO COUNT TOWARD PART OF A LEVEL I FIELDWORK, THEN A MEMORANDUM OF UNDERSTANDING IS REQUIRED. IF A FIELD TRIP, OBSERVATION, OR SERVICE LEARNING ACTIVITY IS NOT USED TO COUNT TOWARD PART OF THE LEVEL I FIELDWORK, THEN NO MEMORANDUM OF UNDERSTANDING IS REQUIRED.</i></p> <p><i>WHEN A MEMORANDUM OF UNDERSTANDING IS ESTABLISHED WITH A MULTISITE SERVICE PROVIDER (E.G., CONTRACT AGENCY, CORPORATE ENTITY), THE ACOTE STANDARDS DO NOT REQUIRE A SEPARATE MEMORANDUM OF UNDERSTANDING WITH EACH PRACTICE SITE.</i></p>				
<b>C.1.7. Fieldwork in Behavioral Health or Psychological and Social Factors</b>				
C.1.7.	At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, or psychological and social factors influencing engagement in occupation.	At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, or psychological and social factors influencing engagement in occupation.	At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, or psychological and social factors influencing engagement in occupation.	At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, or psychological and social factors influencing engagement in occupation.

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<b>The goal of Level I fieldwork is to introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients. The program will:</b>				
<b><i>C.1.8. Qualified Level I Fieldwork Supervisors</i></b>				
C.1.8.	Ensure that personnel who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists.	Ensure that personnel who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists.	Ensure that personnel who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists.	Ensure that personnel who supervise Level I fieldwork are informed of the curriculum and fieldwork program design and affirm their ability to support the fieldwork experience. This must occur prior to the onset of the Level I fieldwork. Examples include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists.
<b><i>C.1.9. Level I Fieldwork</i></b>				
C.1.9.	<p>Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process, and includes mechanisms for formal evaluation of student performance.</p> <p>The program must have clearly documented student learning objectives expected of the Level I fieldwork.</p> <p>Level I fieldwork may be met through one or more of the following instructional methods:</p> <ul style="list-style-type: none"> <li>• Simulated environments</li> <li>• Standardized patients</li> <li>• Faculty practice</li> <li>• Faculty-led site visits</li> <li>• Supervision by a fieldwork educator in a practice environment</li> </ul> <p>All Level I fieldwork must be comparable in rigor.</p>	<p>Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process, and includes mechanisms for formal evaluation of student performance.</p> <p>The program must have clearly documented student learning objectives expected of the Level I fieldwork.</p> <p>Level I fieldwork may be met through one or more of the following instructional methods:</p> <ul style="list-style-type: none"> <li>• Simulated environments</li> <li>• Standardized patients</li> <li>• Faculty practice</li> <li>• Faculty-led site visits</li> <li>• Supervision by a fieldwork educator in a practice environment</li> </ul> <p>All Level I fieldwork must be comparable in rigor.</p>	<p>Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process, and includes mechanisms for formal evaluation of student performance.</p> <p>The program must have clearly documented student learning objectives expected of the Level I fieldwork.</p> <p>Level I fieldwork may be met through one or more of the following instructional methods:</p> <ul style="list-style-type: none"> <li>• Simulated environments</li> <li>• Standardized patients</li> <li>• Faculty practice</li> <li>• Faculty-led site visits</li> <li>• Supervision by a fieldwork educator in a practice environment</li> </ul> <p>All Level I fieldwork must be comparable in rigor.</p>	<p>Document that Level I fieldwork is provided to students and is not substituted for any part of the Level II fieldwork. Ensure that Level I fieldwork enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process, and includes mechanisms for formal evaluation of student performance.</p> <p>The program must have clearly documented student learning objectives expected of the Level I fieldwork.</p> <p>Level I fieldwork may be met through one or more of the following instructional methods:</p> <ul style="list-style-type: none"> <li>• Simulated environments</li> <li>• Standardized patients</li> <li>• Faculty practice</li> <li>• Faculty-led site visits</li> <li>• Supervision by a fieldwork educator in a practice environment</li> </ul> <p>All Level I fieldwork must be comparable in rigor.</p>

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<b>The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings. The program will:</b>			<b>The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapy assistants. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings. The program will:</b>	
<b><i>C.1.10. Length of Level II Fieldwork</i></b>				
C.1.10.	Require a minimum of 24 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site.  The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.	Require a minimum of 24 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site.  The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.	Require a minimum of 16 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site.  The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings.	Require a minimum of 16 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site.  The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings.
<b><i>C.1.11. Qualified Level II Fieldwork Supervisors</i></b>				
C.1.11.	Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist prior to the onset of the Level II fieldwork.  Ensure that the student supervisor is adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork. The supervising therapist may be engaged by the fieldwork site or by the educational program.	Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist prior to the onset of the Level II fieldwork.  Ensure that the student supervisor is adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork. The supervising therapist may be engaged by the fieldwork site or by the educational program.	Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the supervision of an occupational therapist) who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist or occupational therapy assistant prior to the onset of the Level II fieldwork.  Ensure that the student supervisor is adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork. The supervising therapist may be engaged by the fieldwork site or by the educational program.	Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the supervision of an occupational therapist) who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist or occupational therapy assistant prior to the onset of the Level II fieldwork.  Ensure that the student supervisor is adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork. The supervising therapist may be engaged by the fieldwork site or by the educational program.
<b><i>C.1.12. Evaluating the Effectiveness of Supervision</i></b>				
C.1.12.	Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision	Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision	Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision	Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision

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	(e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).	(e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).	(e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).	(e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).
<b>C.1.13. Level II Fieldwork Supervision</b>				
C.1.13.	Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence.	Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence.	Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence.	Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression toward entry-level competence.
<b>C.1.14. Fieldwork Supervision Where No OT Services Exist</b>				
C.1.14.	Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.	Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.	Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy assistant services and supervision by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the direction of an occupational therapist) with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.	Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy assistant services and supervision by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the direction of an occupational therapist) with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.
<b>C.1.15. Evaluation of Student Performance on Level II Fieldwork</b>				
C.1.15.	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA <i>Fieldwork Performance Evaluation for the Occupational Therapy Student</i> or equivalent).	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA <i>Fieldwork Performance Evaluation for the Occupational Therapy Student</i> or equivalent).	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA <i>Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student</i> or equivalent).	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA <i>Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student</i> or equivalent).



STANDARD NUMBER	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
<b><i>C.1.16. Fieldwork Supervision Outside the U.S.</i></b>				
C.1.16.	Document and verify that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has at least 1 year of experience in practice prior to the onset of Level II fieldwork.	Document and verify that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has at least 1 year of experience in practice prior to the onset of Level II fieldwork.	Document and verify that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has at least 1 year of experience in practice prior to the onset of Level II fieldwork.	Document and verify that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has at least 1 year of experience in practice prior to the onset of Level II fieldwork.
<p><b>D.1.0. DOCTORAL CAPSTONE</b></p> <p>The doctoral capstone shall be an integral part of the program's curriculum design. The goal of the doctoral capstone is to provide an 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.</p> <p>The doctoral capstone consists of two parts:</p> <ul style="list-style-type: none"> <li>• Capstone project</li> <li>• Capstone experience</li> </ul> <p>The student will complete an individual capstone project to demonstrate synthesis and application of knowledge gained.</p> <p>The student will complete an individual 14-week capstone experience that must be started after completion of all coursework and Level II fieldwork, and completion of preparatory activities defined in D.1.3.</p> <p>The doctoral capstone coordinator will:</p>			<p><b>D.1.0. BACCALAUREATE PROJECT</b></p> <p>The goal of the baccalaureate project is to provide an in-depth experience in one or more of the following: clinical practice skills, administration, leadership, advocacy, and education.</p> <p>The individual or group project allows student(s) to demonstrate application of knowledge gained. The baccalaureate project shall be an integral part of the program's curriculum design.</p> <p>The program will:</p>	
<b><i>D.1.1. Doctoral Capstone Reflects Curriculum Design</i></b>			<b><i>D.1.1. Baccalaureate Project Reflects Curriculum Design</i></b>	
D.1.1.	Ensure that the doctoral capstone reflects the sequence and scope of content in the curriculum design so the doctoral capstone can allow for development of in-depth knowledge in the designated area of interest.	<i>(No related Standard)</i>	Ensure that the baccalaureate project reflects the sequence and scope of content in the curriculum design so the baccalaureate project can allow for development of in-depth knowledge in the designated area of interest.	<i>(No related Standard)</i>

STANDARD NUMBER	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
<b><i>D.1.2. Design of Doctoral Capstone</i></b>			<b><i>D.1.2. Design of Baccalaureate Project</i></b>	
D.1.2.	Ensure that the doctoral capstone is designed through collaboration of the faculty and student, and provided in setting(s) consistent with the program's curriculum design, including individualized specific objectives and plans for supervision.	<i>(No related Standard)</i>	Ensure that the baccalaureate project is designed through collaboration of the faculty and the student(s), including individualized specific objectives.	<i>(No related Standard)</i>
<b><i>D.1.3. Preparation for Doctoral Capstone Project</i></b>				
D.1.3.	Ensure that preparation for the capstone project includes a literature review, needs assessment, goals/objectives, and an evaluation plan. Preparation should align with the curriculum design and sequence and is completed prior to the commencement of the 14-week doctoral capstone experience.	<i>(No related Standard)</i>	<i>(No related Standard)</i>	<i>(No related Standard)</i>
<b><i>D.1.4. MOUs for Doctoral Capstone Experience</i></b>				
D.1.4.	Ensure that there is a valid memorandum of understanding for the doctoral capstone experience, that, at a minimum, includes individualized specific objectives, plans for supervision or mentoring, and responsibilities of all parties. The memorandum of understanding must be signed by both parties.	<i>(No related Standard)</i>	<i>(No related Standard)</i>	<i>(No related Standard)</i>
<b><i>D.1.5. Length of Doctoral Capstone Experience</i></b>				
D.1.5.	Require that the length of the doctoral capstone experience be a minimum of 14 weeks (560 hours). This may be completed on a part-time basis and must be consistent with the individualized specific objectives and capstone project. No more than 20% of the 560 hours can be completed off site from the mentored practice setting(s), to ensure a concentrated experience in the designated area of interest. Time spent off site may include independent study activities such as research and writing. Prior fieldwork or work experience may not be substituted for this doctoral capstone experience.	<i>(No related Standard)</i>	<i>(No related Standard)</i>	<i>(No related Standard)</i>

STANDARD NUMBER	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
<b><i>D.1.6. Mentor for Doctoral Capstone</i></b>				
D.1.6.	Document and verify that the student is mentored by an individual with expertise consistent with the student's area of focus prior to the onset of the doctoral capstone experience. The mentor does not have to be an occupational therapist.	<i>(No related Standard)</i>	<i>(No related Standard)</i>	<i>(No related Standard)</i>
<b><i>D.1.7. Evaluation of Doctoral Capstone Experiences</i></b>			<b><i>D.1.7. Evaluation of Baccalaureate Project</i></b>	
D.1.7.	Document a formal evaluation mechanism for objective assessment of the student's performance during and at the completion of the doctoral capstone experience.	<i>(No related Standard)</i>	Document a formal evaluation mechanism for objective assessment of the student's performance during and at the completion of the baccalaureate project.	<i>(No related Standard)</i>
<b><i>D.1.8. Doctoral Capstone Project</i></b>			<b><i>D.1.8. Baccalaureate Project</i></b>	
D.1.8.	Ensure completion and dissemination of an individual doctoral capstone project that relates to the doctoral capstone experience and demonstrates synthesis of in-depth knowledge in the focused area of study.	<i>(No related Standard)</i>	Ensure completion and presentation of a report of the individual or group project demonstrating in-depth knowledge in the focused area of study.	<i>(No related Standard)</i>

## GLOSSARY

### Accreditation Standards for a Doctoral-Degree-Level Educational Program for the Occupational Therapist, Master's-Degree-Level Educational Program for the Occupational Therapist, Baccalaureate-Degree-Level Educational Program for the Occupational Therapy Assistant, and Associate-Degree-Level Educational Program for the Occupational Therapy Assistant

*Definitions given below are for the purposes of this document.*

**ABILITY TO BENEFIT:** A phrase that refers to a student who does not have a high school diploma or its recognized equivalent, but is eligible to receive funds under the Title IV Higher Education Act programs after taking an independently administered examination and achieving a score, specified by the Secretary of the U.S. Department of Education (USDE), indicating that the student has the ability to benefit from the education being offered.

**ACADEMIC CALENDAR:** The official institutional document that lists registration dates, semester/quarter stop and start dates, holidays, graduation dates, and other pertinent events. Generally, the academic year is divided into two major semesters, each approximately 14 to 16 weeks long. A smaller number of institutions have quarters rather than semesters. Quarters are approximately 10 weeks long; there are three major quarters and the summer session.

**ACTIVITIES:** Actions designed and selected to support the development of performance skills and performance patterns to enhance occupational engagement (American Occupational Therapy Association [AOTA], 2014).

**ADVOCACY:** Efforts directed toward promoting occupational justice and empowering clients to seek and obtain resources to fully participate in their daily life occupations. Efforts undertaken by the practitioner are considered advocacy, and those undertaken by the client are considered self-advocacy and can be promoted and supported by the practitioner (AOTA, 2014).

**AFFILIATE:** An entity that formally cooperates with a sponsoring institution in implementing the occupational therapy educational program.

**AREAS OF OCCUPATION:** Activities in which people engage: activities of daily living, instrumental activities of daily living, rest and sleep, education, work, play, leisure, and social participation.

**ASSESSMENTS:** "Specific tools or instruments that are used during the evaluation process" (AOTA, 2010, p. S107).

**ASSIST:** To aid, help, or hold an auxiliary position.

**BACCALAUREATE PROJECT:** An in-depth experience in one or more of the following areas: clinical practice skills, administration, leadership, advocacy, and education.

**BEHAVIORAL HEALTH:** Refers to mental/emotional well-being and/or actions that affect wellness. Behavioral health problems include substance use disorders; alcohol and drug addiction; and serious psychological distress, suicide, and mental disorders (Substance Abuse and Mental Health Administration, 2014).

**BODY FUNCTIONS:** "Physiological functions of body systems (including psychological functions)" (World Health Organization [WHO], 2001).

**BODY STRUCTURES:** "Anatomical parts of the body, such as organs, limbs, and their components" that support body functions (WHO, 2001).

**BUSINESS PLANS (DEVELOPMENT OF):** The process of putting together a plan for a new endeavor that looks at the product, the marketing plan, the competition, and the personnel in an objective and critical manner.

**CAPSTONE COORDINATOR:** Faculty member who is specifically responsible for the program's compliance with the capstone requirements of Standards Section D.1.0 and is assigned to the occupational therapy educational program as a full-time core faculty member as defined by ACOTE.

**CAPSTONE EXPERIENCE:** A 14-week full-time in-depth exposure in a concentrated area that may include on-site and off-site activities that meets developed goals/objectives of the doctoral capstone.

**CAPSTONE PROJECT:** A project that is completed by a doctoral-level student that demonstrates the student's ability to relate theory to practice and to synthesize in-depth knowledge in a practice area that relates to the capstone experience.

**CARE COORDINATION:** The process that links clients with appropriate services and resources.

**CASE MANAGEMENT:** A system to ensure that individuals receive appropriate health care services.

**CLIENT:** Person or persons (including those involved in the care of a client), group (collective of individuals [e.g., families, workers, students, or community members]), or population (collective of groups or individuals living in a similar locale [e.g., city, state, or country] or sharing the same or like concerns) (AOTA, 2014).

**CLIENT-CENTERED SERVICE DELIVERY:** An orientation that honors the desires and priorities of clients in designing and implementing interventions.

**CLIENT FACTORS:** Specific capacities, characteristics, or beliefs that reside within the person and that influence performance in occupations. Client factors include values, beliefs, and spirituality; body functions; and body structures (AOTA, 2014).

**CLINICAL REASONING:** Complex multifaceted cognitive process used by practitioners to plan, direct, perform, and reflect on intervention.

**COLLABORATE:** To work together with a mutual sharing of thoughts and ideas.

**COMPETENT:** To have the requisite abilities/qualities and capacity to function in a professional environment.

**CONSORTIUM:** Two or more higher education institutions having a formal agreement to share resources for the operation of an educational program.

**CONSUMER:** The direct and/or indirect recipient of educational and/or practitioner services offered.

**CONTEXT/CONTEXTUAL FACTORS AND ENVIRONMENT:**

**CONTEXT:** The variety of interrelated conditions within and surrounding the client that influence performance. Contexts include cultural, personal, temporal, and virtual aspects.

**ENVIRONMENT:** The external physical and social environment that surrounds the client and in which the client's daily life occupations occur.

**CONTEXT OF SERVICE DELIVERY:** The knowledge and understanding of the various contexts in which occupational therapy services are provided.

**COOPERATIVE PROGRAM:** Two administrative entities having a cooperative agreement to offer a single program. At least one of the entities must hold degree-granting authority as required by the ACOTE Standards.

**CRITERION-REFERENCED:** Tests that compare the performance of an individual to that of another group, known as the *norm group*.

**CULTURAL CONTEXT:** Customs, beliefs, activity patterns, behavioral standards, and expectations accepted by the society of which a client is a member. The cultural context influences the client's identity and activity choices (AOTA, 2014).

**CURRICULUM DESIGN:** An overarching set of assumptions that explains how the curriculum is planned, implemented, and evaluated. Typically, a curriculum design includes educational goals and curriculum threads and provides a clear rationale for the selection of content, the determination of scope of content, and the sequence of the content. A curriculum design is expected to be consistent with the mission and philosophy of the sponsoring institution and the program.

**CURRICULUM THREADS:** Curriculum threads, or *themes*, are identified by the program as areas of study and development that follow a path through the curriculum and represent the unique qualities of the program, as demonstrated by the program's graduates. Curriculum threads are typically based on the profession's and program's vision, mission, and philosophy (e.g., occupational needs of society, critical thinking/professional reasoning, diversity/globalization).

**DIAGNOSIS:** The process of analyzing the cause or nature of a condition, situation, or problem. Diagnosis as stated in Standard B.4.0. refers to the occupational therapist's ability to analyze a problem associated with occupational performance and participation.

**DISTANCE EDUCATION:** Education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include

- the Internet
- one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices
- audio conferencing
- video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course.

**DISTANCE EDUCATION DELIVERY MODEL:** There is one curriculum with some (or all) of the students receiving the didactic portion of the program taught via distance education from the primary campus. The didactic portion of the program is delivered to all students (irrespective of whether it is delivered in person or by distance education) by the same instructors. Students may receive the experiential and lab components either at the primary campus or at other locations.

**DOCTORAL CAPSTONE:** An in-depth exposure to a concentrated area, which is an integral part of the program's curriculum design. This in-depth exposure may be in one or more of the following areas: clinical practice skills, research skills, scholarship, administration, leadership, program and policy development, advocacy, education, and theory development. The doctoral capstone consists of two parts: the capstone experience and the capstone project.

**DOCTORAL DEGREE—RESEARCH/SCHOLARSHIP:** A PhD or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree include EdD, DMA, DBA, DS, DA, and DM, and others, as designated by the awarding institution (Integrated Postsecondary Education Data System [IPEDS], 2016).

**DRIVER REHABILITATION:** Specialized evaluation and training to develop mastery of specific skills and techniques to effectively drive a motor vehicle independently and in accordance with state department of motor vehicles regulations.

**DYSPHAGIA:** Dysfunction in any stage or process of eating. It includes any difficulty in the passage of food, liquid, or medicine, during any stage of swallowing that impairs the client's ability to swallow independently or safely (AOTA, 2017).

**EATING:** "...keeping and manipulating food or fluid in the mouth and swallowing it" (AOTA, 2014, p. S19).

**FEEDING:** "...setting up, arranging, and bringing food [or fluid] from the plate or cup to the mouth; sometimes called self-feeding" (AOTA, 2014, p. S19).

**SWALLOWING:** "...moving food from the mouth to the stomach" (AOTA, 2014, p. S19).

**ENTRY-LEVEL OCCUPATIONAL THERAPIST:** The outcome of the occupational therapy educational and certification process; an individual prepared to begin generalist practice as an occupational therapist with less than 1 year of experience.

**ENTRY-LEVEL OCCUPATIONAL THERAPY ASSISTANT:** The outcome of the occupational therapy educational and certification process; an individual prepared to begin generalist practice as an occupational therapy assistant with less than 1 year of experience.

**EVALUATION:** "The process of obtaining and interpreting data necessary for intervention. This includes planning for and documenting the evaluation process and results" (AOTA, 2010, p. S107).

**EQUITY:** The absence of avoidable or remediable differences among groups of people, whether those groups are defined socially, economically, demographically, or geographically (WHO, 2017a).

**EXPERIENTIAL LEARNING:** Method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include service learning projects.

#### **FACULTY:**

**FACULTY, CORE:** Faculty members employed in the occupational therapy educational program whose job responsibilities, at a minimum, include curriculum design, teaching, and student advisement, regardless of the position title.

**FACULTY, ADJUNCT:** Persons who are responsible for teaching or instruction on a part-time basis. These faculty are considered nonsalaried, non-tenure-track faculty members who are paid for each class they teach.

**FACULTY-LED SITE VISITS:** Faculty-facilitated experiences in which students will be able to participate in, observe, and/or study clinical practice first-hand.

**FACULTY PRACTICE:** Service provision by a faculty member(s) to persons, groups, and/or populations.

**FIELDWORK COORDINATOR:** Faculty member who is responsible for the development, implementation, management, and evaluation of fieldwork education.

**FIELDWORK EDUCATOR:** An individual, typically a clinician, who works collaboratively with the program and is informed of the curriculum and fieldwork program design. This individual supports the fieldwork experience, serves as a role model, and holds the requisite qualifications to provide the student with the opportunity to carry out professional responsibilities during the experiential portion of their education.

**FRAME OF REFERENCE:** A set of interrelated, internally consistent concepts, definitions, postulates, and principles that provide a systematic description of a practitioner's interaction with clients. A frame of reference is intended to link theory to practice.

**FULL-TIME EQUIVALENT (FTE):** An equivalent position for a full-time faculty member (as defined by the institution). A full-time equivalent can be made up of no more than three individuals.

**GRADUATION RATE:** The total number of students who graduated from a program within 150% of the published length of the program, divided by the number of students on the roster who started in the program.

**HABITS:** "Acquired tendencies to respond and perform in certain consistent ways in familiar environments or situations; specific, automatic behaviors performed repeatedly, relatively automatically, and with little variation" (Boyt Schell et al., 2014, p. 1234).

**HEALTH:** "State of complete physical, mental, and social wellbeing, and not merely the absence of disease or infirmity" (WHO, 2006).

**HEALTH INEQUITIES:** Health inequities involve more than inequality with respect to health determinants and access to the resources needed to improve and maintain health or health outcomes. They also entail a failure to avoid or overcome inequalities that infringe on fairness and human rights norms (WHO, 2017a).

**HEALTH LITERACY:** Degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions. (National Network of Libraries of Medicine, 2011).

**HEALTH MANAGEMENT AND MAINTENANCE:** Developing, managing, and maintaining routines for health and wellness promotion, such as physical fitness, nutrition, decreased health risk behaviors, and medication routines (AOTA, 2014).

**HEALTH PROMOTION:** The process of enabling people to increase control over, and to improve, their health. It moves beyond a focus on individual behavior toward a wide range of social and environmental interventions (WHO, 2017a).

**HEALTH/PUBLIC POLICY:** The basic policy or set of policies forming the foundation of public laws; health policy refers to specific policies as they relate to health and health care.

**INDIVIDUAL VS. POPULATION VS. INSTITUTION** (regarding values, customs, beliefs, policy, power/decision making): Being aware of the different needs of perspectives: of one person, as opposed to a specific population, as opposed to the needs and concerns of a society or organization. Each has different values, needs, beliefs, and concerns. Each also may have different degrees of power and ability to make decisions that will affect others.

**INSTRUCTIONAL DESIGN:** Assessment of the learning materials and methods that are aligned with the curriculum and convey content to meet the needs of the student.

**INTERPROFESSIONAL COLLABORATIVE PRACTICE:** "Multiple health workers from different professional backgrounds provide comprehensive services by working with patients, families, carers, and communities to deliver the highest quality of care" (WHO, 2010).

**INTERPROFESSIONAL EDUCATION:** When two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes (WHO, 2010). "An educational activity that occurs between two or more professionals within the same discipline, with a focus on participants to work together, act jointly, and cooperate" (Jung et al., 2010, p. 235).

**INTRAPROFESSIONAL COLLABORATIVE PRACTICE:** The relationship between occupational therapists and occupational therapy assistants that is based on mutual respect, effective communication, and professionalism to promote the highest quality of care in service delivery (Dillon, 2001).

**MEMORANDUM OF UNDERSTANDING (MOU):** A document outlining the terms and details of an agreement between parties, including each party's requirements and responsibilities. A fieldwork memorandum of understanding may be signed by any individual who is authorized by the institution to do so on its behalf.

**MENTAL HEALTH:** A state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community (WHO, 2014).

**MENTORING:** A relationship between two people in which one person (the mentor) is dedicated to the personal and professional growth of the other (the mentee). A mentor has more experience and knowledge than the mentee.

**MISSION:** A statement that explains the unique nature of a program or institution and how it helps fulfill or advance the goals of the sponsoring institution, including religious missions.

**MODEL OF PRACTICE:** The set of theories and philosophies that defines the views, beliefs, assumptions, values, and domain of concern of a particular profession or discipline. Models of practice delimit the boundaries of a profession.

**OCCUPATION:** Daily life activities in which people engage. Occupations occur in context and are influenced by the interplay among client factors, performance skills, and performance patterns. Occupations occur over time; have purpose, meaning, and perceived utility to the client; and can be observed by others (e.g., preparing a meal) or be known only to the person involved (e.g., learning through reading a textbook). Occupations can involve the execution of multiple activities for completion and can result in various outcomes (AOTA, 2014).

**OCCUPATIONAL PROFILE:** Summary of the client's occupational history and experiences, patterns of daily living, interests, values, and needs (AOTA, 2014).

**OCCUPATIONAL THERAPY:** The art and science of applying occupation as a means to effect positive, measurable change in the health status and functional outcomes of a client by a qualified occupational therapist and/or occupational therapy assistant (as appropriate).

**OCCUPATIONAL THERAPY PRACTITIONER:** An individual who is initially credentialed as an occupational therapist or an occupational therapy assistant.

**OCCUPATION-BASED INTERVENTION:** A type of occupational therapy intervention—a client-centered intervention in which the occupational therapy practitioner and client collaboratively select and design activities that have specific relevance or meaning to the client and support the client's interests, needs, health, and participation in daily life.

**ORGANIZATION:** Entity composed of individuals with a common purpose or enterprise, such as a business, industry, or agency (AOTA, 2014).

**OUTCOMES:** The effect the process has had on the people targeted by it. These might include, for example, changes in their self-perceived health status or changes in the distribution of health determinants, or factors that are known to affect their health, well-being, and quality of life (WHO, 2017b).

**PARTICIPATION:** Active engagement in occupations.

**PERFORMANCE PATTERNS:** Habits, routines, roles, and rituals used in the process of engaging in occupations or activities; these patterns can support or hinder occupational performance (AOTA, 2014).

**PERFORMANCE SKILLS:** Goal-directed actions that are observable as small units of engagement in daily life occupations. They are learned and developed over time and are situated in specific contexts and environments (Fisher & Griswold, 2014).

**PHILOSOPHY:** The underlying belief and value structure for a program that is consistent with the sponsoring institution and that permeates the curriculum and the teaching learning process.

**PHYSICAL AGENT MODALITIES:** Procedures and interventions that are systematically applied to modify specific client factors when neurological, musculoskeletal, or skin conditions are present that may limit occupational performance (AOTA, 2012).

**DEEP THERMAL AGENTS:** Modalities such as therapeutic ultrasound, phonophoresis, short-wave diathermy, and other commercially available technologies.



**ELECTROTHERAPEUTIC AGENTS:** Modalities that use electricity and the electromagnetic spectrum to facilitate tissue healing, improve muscle strength and endurance, decrease edema, modulate pain, decrease the inflammatory process, and modify the healing process. Electrotherapeutic agents include but are not limited to neuromuscular electrical stimulation (NMES), functional electrical stimulation (FES), transcutaneous electrical nerve stimulation (TENS), high-voltage galvanic stimulation for tissue and wound repair (ESTR), high-voltage pulsed current (HVPC), direct current (DC), iontophoresis, and other commercially available technologies (Bracciano, 2008).

**MECHANICAL DEVICES:** Modalities such as vasopneumatic devices and continuous passive motion.

**SUPERFICIAL THERMAL AGENTS:** Modalities such as hydrotherapy, whirlpool, cryotherapy (cold packs, ice), fluidotherapy, hot packs, paraffin, water, infrared, and other commercially available superficial heating and cooling technologies.

(Skills, knowledge, and competencies for entry-level practice are derived from AOTA practice documents. For institutions in states where regulations restrict the use of physical agent modalities, it is recommended that students be exposed to the modalities offered in practice to allow students' knowledge and expertise with the modalities in preparation for the NBCOT examination and for practice outside of the state in which the educational institution resides.)

**POPULATION-BASED INTERVENTIONS:** Interventions focused on promoting the overall health status of the community by preventing disease, injury, disability, and premature death. A population-based health intervention can include assessment of the community's needs, health promotion and public education, disease and disability prevention, monitoring of services, and media interventions. Most interventions are tailored to reach a subset of a population, although some may be targeted toward the population at large. Populations and subsets may be defined by geography, culture, race and ethnicity, socioeconomic status, age, or other characteristics. Many of these characteristics relate to the health of the described population (Keller et al., 2002).

**POPULATION HEALTH:** "The health outcomes of a group of individuals including the distribution of such outcomes within the group" (Kindig & Stoddart, 2003, p. 381). "Population health outcomes are the product of multiple determinants of health, including medical care, public health, genetics, behaviors, social factors, and environmental factors" (Institute of Medicine [IOM], 2015, para. 4).

**POPULATIONS:** Collective of groups of individuals living in a similar locale (e.g., city, state, country) or sharing the same or like characteristics or concerns (AOTA, 2014).

**POST-PROFESSIONAL DOCTORATE:** "The highest award a student can earn for graduate study" (IPEDS, 2016) and that is conferred upon completion of a program providing the knowledge and skills beyond the basic entry level for persons who are already occupational therapy practitioners (AOTA, 2016).

**PREPARATORY METHODS AND TASKS:** Methods and tasks that prepare the client for occupational performance, used either as part of a treatment session in preparation for or concurrently with occupations and activities or as a home-based engagement to support daily occupational performance. Often preparatory methods are interventions that are done to clients without their active participation and involve modalities, devices, or techniques (AOTA, 2014).

**PREVENTION:** Education or health promotion efforts designed to identify, reduce, or prevent the onset and reduce the incidence of unhealthy conditions, risk factors, diseases, or injuries (AOTA, 2013a).

**PRIMARY CARE PROGRAMS:** The provision of integrated, accessible health care services by clinicians who are accountable for addressing a large majority of personal health care needs, developing a sustained partnership with patients, and practicing in the context of family and community (IOM, 1994; Patient Protection and Affordable Care Act of 2010, 2012)

**PROGRAM DIRECTOR** (associate-degree-level and baccalaureate-degree-level occupational therapy assistant): An initially certified occupational therapist or occupational therapy assistant who is licensed or credentialed according to regulations in the state or jurisdiction in which the program is located. The program director must hold a minimum of a master's degree.

**PROGRAM DIRECTOR** (master's-degree-level and doctoral-degree level occupational therapist): An initially certified occupational therapist who is licensed or credentialed according to regulations in the state or jurisdiction in which the program is located. The program director must hold a doctoral degree.

**PROGRAM EVALUATION:** A continuing system for routinely and systematically analyzing data to determine the extent to which the program is meeting its stated goals and objectives.

**PSYCHOSOCIAL FACTORS:** "Psychosocial as pertaining to the influence of social factors on an individual's mind or behaviour, and to the interrelation of behavioural and social factors" (Martikainen et al., 2002, p. 1091).

**RECOGNIZED REGIONAL OR NATIONAL ACCREDITING AUTHORITY:** Regional and national accrediting agencies recognized by the USDE and/or the Council for Higher Education Accreditation (CHEA) to accredit postsecondary educational programs/institutions. The purpose of recognition is to ensure that the accrediting agencies are reliable authorities for evaluating quality education or training programs in the institutions they accredit.

**Regional accrediting bodies recognized by USDE:**

- Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC/WASC)
- Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges (ACSCU/WASC)
- Higher Learning Commission, North Central Association of Colleges and Schools (HLC)
- Middle States Commission on Higher Education, Middle States Association of Colleges and Schools (MSCHE)
- New England Commission of Higher Education (NECHE)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

**National accrediting bodies recognized by USDE:**

- Accrediting Bureau of Health Education Schools (ABHES)
- Accrediting Commission of Career Schools and Colleges (ACCSC)
- Accrediting Council for Continuing Education and Training (ACCET)
- Council on Occupational Education (COE)
- Distance Education Accrediting Commission (DEAC)
- New York State Board of Regents

**REFLECTIVE PRACTICE:** Thoughtful consideration of one’s experiences and knowledge when applying such knowledge to practice. Reflective practice includes being coached by professionals.

**RELEASE TIME:** Period when a person is freed from regular duties, especially teaching, to allow time for other tasks or activities.

**RETENTION RATE:** A measure of the rate at which students persist in their educational program, calculated as the percentage of students on the roster after the add period, from the beginning of the previous academic year who are again enrolled at, or graduated prior to, the beginning of the subsequent academic year.

**SCHOLARSHIP:** “A systematic investigation...designed to develop or to contribute to generalizable knowledge” (Public Welfare: Protection of Human Subjects, 2009). Scholarship is made public, subject to review, and part of the discipline or professional knowledge base (Glassick et al., 1997). It allows others to build on it and further advance the field (AOTA, 2009).

**SCHOLARSHIP AGENDA:** Captures scholarship in the areas of teaching, research, and/or service. It engages faculty in academically relevant works that simultaneously meet campus mission and goals, meet the needs of the program, and are reflected in the curriculum design.

**SCHOLARSHIP OF DISCOVERY:** Engagement in activity that leads to the development of knowledge for its own sake. The Scholarship of Discovery encompasses original research that contributes to expanding the knowledge base of a discipline (Boyer, 1990).

**SCHOLARSHIP OF INTEGRATION:** Investigations making creative connections both within and across disciplines to integrate, synthesize, interpret, and create new perspectives and theories (Boyer, 1990).

**SCHOLARSHIP OF APPLICATION:** Practitioners apply the knowledge generated by Scholarship of Discovery or Integration to address real problems at all levels of society (Boyer, 1990). In occupational therapy, an example would be the application of theoretical knowledge to practice interventions or to teaching in the classroom.

**SCHOLARSHIP OF TEACHING AND LEARNING:** “Involves the systematic study of teaching and/or learning and the public sharing and review of such work through presentations, publications, and performances” (McKinney, 2007, p. 10).

**SENIOR COLLEGE:** A college that holds degree-granting authority that includes baccalaureate-degree-level education.

**SIMULATED ENVIRONMENTS:** A setting that provides an experience similar to a real-world setting in order to allow clients to practice specific occupations (e.g., driving simulation center, bathroom or kitchen centers in a rehabilitation unit, work hardening units or centers).

**SKILL:** The ability to use one's knowledge effectively and readily in execution or performance.

**SOCIAL DETERMINANTS OF HEALTH:** Conditions in which people are born, grow, work, live, and age, and the wider set of forces and systems shaping the conditions of daily life. These forces and systems include economic policies and systems, development agendas, social norms, social policies, and political systems (WHO, 2017c).

**SPONSORING INSTITUTION:** The identified legal entity that assumes total responsibility for meeting the minimal standards for ACOTE accreditation.

**STANDARDIZED PATIENT:** An individual who has been trained to portray in a consistent, standardized manner, a patient/client with occupational needs.

**STRATEGIC PLAN:** A comprehensive plan that articulates the program's future vision and guides the program development (e.g., faculty recruitment and professional growth, changes in the curriculum design, priorities in academic resources, procurement of fieldwork sites). A program's strategic plan must include, but need not be limited to

- Evidence that the plan is based on program evaluation and an analysis of external and internal environments
- Long-term goals that address the vision and mission of both the institution and program, as well as specific needs of the program
- Specific measurable action steps with expected timelines by which the program will reach its long-term goals
- Person(s) responsible for action steps
- Evidence of periodic updating of action steps and long-term goals as they are met or as circumstances change.

**SUPERVISE:** To direct and inspect the performance of workers or work.

**SUPERVISION, DIRECT:** Two-way communication that occurs in real time and offers both audio and visual capabilities to ensure opportunities for timely feedback.

**SUPERVISOR:** One who ensures that tasks assigned to others are performed correctly and efficiently.

**THEORY:** A set of interrelated concepts used to describe, explain, or predict phenomena.

**TELEHEALTH:** The application of evaluative, consultative, preventative, and therapeutic services delivered through telecommunication and information technologies. Occupational therapy services provided by means of a telehealth service delivery model can be synchronous, that is, delivered through interactive technologies in real time, or asynchronous, using store-and-forward technologies. Occupational therapy practitioners can use telehealth as a mechanism to provide services at a location that is physically distant from the client, thereby allowing for services to occur where the client lives, works, and plays, if that is needed or desired (AOTA, 2013b).

**TRANSFER OF CREDIT:** A term used in higher education to award a student credit for courses earned in another institution prior to admission to the occupational therapy or occupational therapy assistant program.

**VIRTUAL ENVIRONMENTS:** An environment in which communication occurs by means of airwaves or computers in the absence of physical contact. The virtual context includes simulated, real-time, or near-time environments such as chat rooms, email, video conferencing, or radio transmissions; remote monitoring via wireless sensors; or computer-based data collection.

**WELLNESS:** Perception of and responsibility for psychological and physical well-being as these contribute to overall satisfaction with one's life situation (Boyt Schell et al., 2014, p. 1243).

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