
OCCUPATIONAL THERAPY

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General Information

History

The School of Occupational Therapy at Puget Sound was established in 1944 with the aid of funds from the Washington Tuberculosis Association and various local leagues in response to an acute shortage of occupational therapists. The School of Occupational Therapy was the first of its kind in the Pacific Northwest and has retained continuous accreditation since 1945. In 2002, the program began offering only a post-baccalaureate degree (Master of Science in Occupational Therapy/MSOT) as the entry-level degree, following the guidelines of the American Occupational Therapy Association (AOTA). Starting Fall 2020 an entry-level Doctorate in Occupational Therapy (OTD) will be offered concurrent with the MSOT degree. In addition, in Summer 2015 the School of Occupational Therapy began offering a post-professional degree. This clinical doctorate (DrOT) allows occupational therapy practitioners to spend a year in concentrated study in order to refine their skills in an area of expertise. This degree is offered every 2-3 years

Student Body

Each year the School admits approximately 40 entry-level students to the School of Occupational Therapy. Students apply for either the MSOT or the OTD degree program but since both are entry-level degrees, students take many of their classes together. Students come from a variety of backgrounds and educational experiences, from throughout the U.S. and internationally. The Student Occupational Therapy Association (SOTA) is active on campus. Up to 16 post professional students per cohort are admitted in the clinical doctorate program (DrOT), which is offered every 2-3 years. There are opportunities for interaction across both groups of occupational therapy students as well as with undergraduate and graduate students in other programs across the Puget Sound campus.

Accreditation and Graduates' Eligibility to Sit for the National Certification Exam

The School of Occupational Therapy 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 is: 301.652.AOTA and its web address is www.acoteonline.org. Graduates of the program are eligible to sit for the OTR® Exam administered by the National Board for Certification in Occupational Therapy (NBCOT), 12 South Summit Avenue, Suite 100, Gaithersburg, MD 20877-4150, telephone: 301.990.7979, e-mail: info@nbcot.org. After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). All states regulate occupational therapy practice, with 49 states requiring licensure and 1

(HI) requiring registration in order to practice. Currently, all state regulation requires occupational therapists to pass the NBCOT OTR® Exam. (Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or obtain a state license.)

Philosophy

The philosophy of the School of Occupational Therapy program today continues to reflect the values of the program since its inception in 1944: educating occupational therapy students through service to the community. The University of Puget Sound's Occupational Therapy Program was founded in response to a need for occupational therapists in Washington State to serve the growing population of people whose lives were disrupted by tuberculosis. The educational program and student-run clinics continually evolve in response to changes in community needs. At the same time, the program remains grounded in affirming the university's commitment to diversity and inclusion, while providing occupational therapy to underserved populations and educating students through active learning in authentic contexts.

Philosophy of Occupational Therapy Education/Learning

The School of Occupational Therapy's philosophy of occupational therapy education and learning supports the professional development of occupational therapists who deliver services consistent with the philosophical base of occupational therapy (AOTA, 2017). Occupational therapy learners, like all humans, have an innate desire to engage in meaningful occupations, and participation in occupations is linked with growth, health, and quality of life across the lifespan. Therefore, participation in learning, like other forms of occupations, is a determinant of health and well-being (AOTA, 2017) and an occupational right. We believe that this learning should be deep, significant, and life-long, and as Fink suggests, result in lasting change that is important in the learner's life (Fink, 2013). As such, the School of Occupational Therapy fosters a disposition of critical thinking and cultural understanding that learners carry forward as part of their professional identity (AOTA, 2018). Consistent with Fink's Taxonomy of Significant Learning, we recognize that learning serves diverse purposes and has various forms, each with a distinct value for the learner: foundational knowledge, application, integration, human dimension, caring, and learning how to learn (2013).

Therefore, consistent with the AOTA's Philosophy of Occupational Therapy Education (2018), the School of Occupational Therapy promotes significant learning in students through the knowledge, skills, and critical thinking and professional reasoning required of occupational therapists and acquired through active learning experiences in classroom, clinic, and community settings. Our curriculum design is guided by Fink's Taxonomy of Significant Learning (2013) and based on the belief that learning is most effective when it is:

- Collaborative, with opportunities for students to share in the construction of knowledge through interaction with clinical and academic instructors, peers, and experts (both within and outside the profession). Interactions may occur in person, both on and off campus, and virtually (e.g., through publications and online environments).
- Embedded in authentic environments, with graded opportunities that increase in contextual relevance, while recognizing and responding to bias and injustice within simulated classroom activities and a range of community environments and experiences.
- Iterative and reflective, with periods of equilibrium and disequilibrium that serve to support students' development as lifelong and self-directed learners.
- Inclusive of diverse learners, with incorporation of inclusive teach-

ing and learning practices, drawing on prior individual and group experiences, and scaffolding student learning and development.

- Pragmatic, by promoting “ideal” practice while helping students understand “actual” practice and gain strategies to translate knowledge and skills into real clinical and community contexts.
- Integrative, by providing students with knowledge and skills related to occupational therapy, as well as professional values, ethics, creativity, and passion.

Mission

The mission of the School of Occupational Therapy is to prepare culturally sensitive graduates who provide client-centered, evidence and theory informed occupational therapy to diverse individuals, groups, and populations: enhancing clients’ participation in meaningful, everyday activities. Graduates use critical analysis of theory and multiple sources of evidence to make sound professional judgments resulting in science-based and creative solutions to the challenges of professional practice.

Design of Curriculum

The School of Occupational Therapy curriculum design is centered around the core subject of occupation and strongly rooted in the liberal arts’ values of critical thinking and respect for diversity. Meaningful Occupation is the cornerstone of occupational therapy practice and our curriculum design. Students develop a strong, conceptual and practical understanding of what occupation is, how occupational performance intersects with the human experience and how a client’s occupational engagement is instrumental in contributing to the client’s self-identity and life experience. Deep, significant learning, across the varied forms of foundational knowledge, application, integration, human dimension, caring, and learning how to learn (Fink, 2013) focuses on the interconnections among meaningful occupation and the following curricular threads:

Meaningful Occupation is the cornerstone of occupational therapy practice. Students develop a strong conceptual and practical understanding of what occupation is, how occupational performance intersects with the human experience, and how a client’s occupational engagement is instrumental in contributing to the client’s self-identity and life experience.

Diversity and Individual Difference are welcomed, valued, and recognized as essential to understanding each client’s unique story. Occupational therapy students at Puget Sound are immersed in examining one’s personal bias and promoting respect for the diversity of others. Students emerge from the learning experience with greater depth of character and the ability to engage with clients with diverse identities in a competent, respectful, person-centered manner.

Therapeutic Use of Self occurs when an occupational therapy practitioner employs intentional use of their personal characteristics and interpersonal interactions to build relationships that are therapeutic and that promote growth in their clients. Students are mentored in strategies for intentionally knowing themselves, knowing the factors that influence the experience of being a patient/client, and taking responsibility for creating therapeutic relationships with their clients.

Professionalism is the internalization of a professional self-identity leading the student to become characterized by the highest standards of integrity and accepted behavior. In the Puget Sound curriculum, professionalism includes ethical practices, integrity, responsibility, accountability, competency, and a commitment to

ongoing personal improvement. The demonstration of professionalism expands as the student progresses through the curriculum and includes personal, interpersonal, and practical behaviors, attitudes, and habits.

Reflection, Reasoning, and Evidence Informed Action characterize the approach occupational therapists take to understanding what has happened, what is happening, and what could happen. Students develop the ability to think critically by utilizing multiple lenses; employing skills of observation, inquiry, and reflection on and in action; analyzing critically; and making decisions that lead to evidence-informed actions.

Leadership is demonstrated when individuals act in a way that motivates and empowers others to action. Occupational therapy students at Puget Sound engage in learning and personal development that prepares them to impact the profession and society for the greater good through service, scholarship, advocacy, supervision, and leadership roles in OT; and participation in local and national professional activities.

Lifelong learning and growth enable the development and enhancement of personal and professional qualities, knowledge, and skills necessary to meet the continuously expanding and changing demands of contemporary practice. Students are grounded in taking personal responsibility for learning through the development of a formative portfolio and professional development plan while faculty model and provide mentoring in adopting an identity as a lifelong learner.

Flowing from our mission, graduates of the program will demonstrate the following program-level learning outcomes:

1. Use occupation as a means and as an end to create therapeutic interventions that are meaningful for clients.
2. Recognize the connection between participation in occupation and a variety of outcomes, including quality of life, well-being, mental health, and health promotion.
3. Work to enable client access to participation in desired occupations, recognizing how contextual factors may limit participation and create situations of occupational injustice.
4. Reflect on one’s own life-experiences and acknowledge potential biases related to evaluation of occupational performance in order to respect the diversity of form, function, and meaning in client occupation.
5. Respect client identity as an important part of the occupational profile, in order to provide client-centered, culturally-relevant interventions that respect the needs of diverse populations.
6. Advocate for systems change within health, education, and community settings, and implement therapeutic processes that are culturally informed in order to respect the needs of diverse populations.
7. Use diverse facets of self to build therapeutic relationships, and as an intentional intervention throughout the occupational therapy process.
8. Act in a manner that upholds professional, ethical, and moral standards of practice and everyday living.
9. Display accepted standards of behavior in interpersonal interactions with others, and maintain professionalism in difficult situations.
10. Critically appraise evidence from both research and practice, and seek to translate evidence to practice using diverse methods.
11. Use theory to guide application of evidence in diverse practice situations, in order to achieve client-centered, culturally-relevant outcomes for all clients.

12. Employ critical thinking, collaborative problem solving, direct communication, and therapeutic use of self as methods of devising a client-centered, culturally-relevant occupational therapy intervention plan.
13. Use professional reasoning to create innovative, occupation-based solutions to diverse occupational needs of individuals, groups, and populations.
14. Serve in leadership positions in practice, education, research, and other professional arenas, in order to advance new ideas and the betterment of the profession.
15. Employ a responsive and reflective interpersonal style that upholds others, encourages collaboration, and seeks to serve the profession.
16. Seek lifelong learning, both personally and professionally, through a variety of continuing education and professional development experiences.
17. Foster growth in identity, both personally and professionally, by applying new learning to meet the changing demands of contemporary practice and societal issues.

Undergraduate Course Offerings

101 Introduction to Allied Health Professions 0.25 unit This course is an advising section for students interested in exploring allied health professions, such as nursing, occupation therapy, and physical therapy, in addition to the liberal arts and sciences. The three objectives of the course are 1) to define the roles and functions of occupational therapists, physical therapists, and other allied health professionals in a variety of settings; 2) to explore current issues in U.S. health care delivery; and 3) to explore students' alternative academic interests to ensure that their courses of study will be chosen in a well-informed and considered way. **NOTE:** This course is not required for the OT program, nor will it meet any requirements for that degree. *Pass/Fail Required.*

MASTER'S PROGRAM IN OCCUPATIONAL THERAPY (MSOT)

The entry-level Master's program in Occupational Therapy, leading to a Master of Science in Occupational Therapy (MSOT), is for college graduates who wish to become occupational therapists. The program, which requires completion of 14.5 units of Occupational Therapy coursework, is two academic years in length plus a minimum of six months of full-time fieldwork experience. In addition to meeting admission requirements for the School of Occupational Therapy, candidates must meet the admission requirements for graduate students at the university.

This graduate degree has existed at Puget Sound for more than 30 years. It was established at a time when it was critically important to test and verify the theoretical foundations and practical techniques of occupational therapy using rigorous, systematic methods of study. The need for such an emphasis today is no less. The health care system requires evidence of effective therapeutic outcomes, and the need to promote evidence-based practice is stronger than ever before. Students will engage in understanding, critiquing, and applying quantitative and qualitative research studies to real clinical questions through a systematic review of the literature and develop the skills to apply this evidence in the real-life complexities of everyday practice.

Course of Study

There are three phases to the Occupational Therapy entry level course of study: pre-professional, professional, and fieldwork experience.

The *pre-professional* phase occurs prior to enrollment in the program. During this phase, applicants complete School of Occupational Therapy prerequisites.

During the *professional* phase, students complete the required Occupational Therapy coursework.

The *fieldwork experience* phase consists of completion of at least six months of full-time practice under the supervision of a licensed occupational therapist in a medical center, school, or health care facility. Following completion of the fieldwork experience, students are eligible to take the written national certification examination. In states with occupational therapy licensure laws, passing the national examination is accepted as evidence of competence to practice.

Degree Requirements

Degree requirements are established by the faculty on recommendation from the Dean of Graduate Study and the Academic Standards Committee.

A degree candidate must complete, for a letter grade, a minimum of 14.75 units of graduate credit in Occupational Therapy. Unless otherwise noted in the course description, graduate courses are valued at 1 unit each. A unit of credit is equivalent to 4 semester hours or 6 quarter hours. Up to six and one half (6.5) previously completed graduate occupational therapy transfer units may be applied toward a degree if requested and approved at the time of application for acceptance as a degree candidate.

Transfer students must be in good standing with a grade point average of 3.0 or better to be considered. Requests are reviewed and approved by the occupational therapy faculty. Any transfer student must complete a minimum of 8.0 units on the Puget Sound campus.

All degree candidates must complete the diploma application card and degree clearance form, available in the Office of the Registrar, prior to the final term of graduate study.

Questions about degree requirements and degree candidacy should be referred to the Office of the Registrar.

Continuation toward a Degree in Occupational Therapy

Once degree candidacy has been granted, a student must complete all degree requirements within six years. All courses to be counted in the degree, including graduate transfer credit, must be taken within the six-year period prior to granting the degree; hence, courses may go out of date even though candidacy is still valid.

A student is expected to maintain a cumulative grade point average of 3.0 on a 4.0 scale. The Academic Standards Committee reviews the record of a degree candidate who earns a cumulative grade point below 3.0. Grades less than 2.0 (including a WF) cannot be used in meeting graduate degree requirements but are computed in the cumulative grade point average. A candidate falling below a 3.0 cumulative grade point average will be placed on academic probation and may be removed from degree candidacy.

When candidacy is removed for any reason, the student may not register for additional work without the prior approval of the Academic Standards Committee and the faculty of the School of Occupational Therapy. Students who are removed from degree candidacy for academic reasons may petition the School of Occupational Therapy faculty and the Academic Standards Committee for reinstatement.

A student will be unable to continue in the program or enroll in Occupational Therapy courses if the student receives less than a 2.0 (including a WF) for the second time in a single required course; must repeat more than two required courses; violates the standards of ethical practice observed by the academic and clinical educational programs in occupational therapy; or violates university policies regarding academic dishonesty.

Requirements for Graduation from MSOT (Professional Entry-Level)

1. Successfully complete the required courses (see below) for a letter grade with a cumulative grade point average of 3.0 or better.
2. Successfully complete a minimum of six months of fieldwork experience in a medical center, school, health care facility, or other agency that holds an extended campus agreement with the School of Occupational Therapy (register for OT 670). OT 675 and 676 may be taken as electives. Level II Fieldwork must be completed within 24 months of the completion of OT didactic (on campus) coursework.
3. Maintain professional liability insurance throughout educational program
4. Provide transportation for travel to clinical facilities.
5. Pay a fee for fieldwork experience.
6. Maintain health insurance and immunizations throughout educational program
7. Maintain current CPR certification throughout educational program
8. Adhere to the standards of ethical practice observed by the academic and clinical education programs in occupational therapy.
9. Undergo a national background check and a Washington State Patrol background check yearly thereafter as required by RCW 43.3.830, prior to placement in both on- and off-campus clinical experiences.

OT 670 and 671 – Required
 OT 675, 676 – Elective 3rd Fieldwork opportunity in a specialty area or international setting

Sequence for part-time graduate study must be approved by the School of Occupational Therapy faculty.

Upon successful completion of all degree requirements, a Master of Science in Occupational Therapy (MSOT) degree is awarded. Students are then eligible to take the national certification examination offered by the National Board for Certification in Occupational Therapy. Please note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or obtain a state license.

Occupational Therapy Fieldwork Experiences

Level I Fieldwork: Level I Fieldwork opportunities are offered throughout the curriculum. As part of the initial experiential learning experience in the first semester (OT 651), students will have opportunities for observation in specific settings as well as hands-on learning. Additional Fieldwork I experiences occur during the community mental health clinic (OT 660) and the onsite clinic (OT 661).

Level II Fieldwork: Clinical centers for OT 670, 671, 675, and 676 (Fieldwork II) are available in approximately 12 states in the U.S. It is possible to arrange for optional fieldwork (OT 675, 676) to be done internationally. The School of Occupational Therapy has an official pediatric site on the island of Zanzibar, Tanzania. The program's Academic Fieldwork Coordinator places students in their fieldwork sites and consults with them during their clinical education experiences. Students can expect that at least one Fieldwork II placement will be in a rural setting or require driving 50 miles or more. Once placed, if a student cancels a placement, a \$500.00 cancellation fee will be assessed.

Required Courses and Sequence for MSOT

Students must be admitted to the School of Occupational Therapy before taking the following course sequence:

First Year

Fall Term	Spring Term	Summer Term
OT 601	OT 610	OT 652 (0.0 unit) OT 630 (0.25 unit)**
OT 602 (0.5 unit)	OT 614	
OT 603	OT 634	
OT 605	OT 644	
OT 680 (0.5 unit)		
OT 651 (0.0 unit)		

Second Year

Fall Term	Spring Term
OT 631 (0.25 unit)	OT 659 (0.25 unit)
OT 643 (0.5 unit)	OT 637 (0.5 unit)
OT 645	OT 647 (0.5 unit)
OT 646	OT 648 (0.5 unit)*
OT 653* (0.0 unit)	OT 649 (0.5 unit)
OT 660 (0.5 unit)	OT 661

**OT 630 will be a hybrid course with a two week intensive on campus the first 2 weeks of Summer Term 1

Third Year – Students complete two level II fieldwork experiences (OT 670), which typically occur during two of the following three terms:

Summer Term	Fall Term	Spring Term
OT 670 (0.0 unit)	OT 671 (0.0 unit)	OT 670 (if did not complete summer fieldwork) or optional OT675, OT676

Successful completion of fieldwork experience is required for graduation from the university with a degree in occupational therapy. During this phase, the student spends a minimum of six months of full-time practice under registered therapists in medical centers, schools, or health care agencies.

ENTRY-LEVEL DOCTORATE IN OCCUPATIONAL THERAPY (OTD)

The entry-level Doctoral program in Occupational Therapy, leading to a Doctor of Science in Occupational Therapy (OTD), is for college graduates who wish to become occupational therapists, specifically those interested in leadership or managerial positions, or those interested in program development. The program, which requires completion of 15 units of Occupational Therapy coursework, is two academic years in length plus six months of full-time fieldwork experience which is followed by a 14-week, full-time capstone experience culminating in a Capstone Project. In addition to meeting admission requirements for the School of Occupational Therapy, candidates must meet the admission requirements for graduate students at the university.

Puget Sound has been granted Candidacy by ACOTE for the entry-level doctoral degree starting Fall 2020.

This degree has been established in response to a time when occupational therapy practitioners are required to solve increasingly complex occupational problems through service-delivery at an individual, group, and population-level. These health and social care systems require evidence of effective therapeutic outcomes, and the need to promote evidence-based practice is stronger than ever before. Students will engage in understanding, critiquing, and applying quantitative and qualitative research studies to real clinical questions through a systematic review of the literature and develop the skills to apply this evidence in the real-life complexities of everyday practice. Studies culminate with the doctoral capstone which provides in-depth exposure in one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and

theory development.

Course of Study

There are three phases to the Occupational Therapy entry level course of study: pre-professional, professional, and fieldwork experience.

1. The pre-professional phase occurs prior to enrollment in the program. During this phase, applicants complete School of Occupational Therapy prerequisites.
2. During the professional phase, students complete the required Occupational Therapy coursework.
3. The fieldwork experience phase consists of completion of at least six months of full-time practice under the supervision of a licensed occupational therapist in a medical center, school, or health care facility. Following completion of the fieldwork experience, students are eligible to take the written national certification examination. In states with occupational therapy licensure laws, passing the national examination is accepted as evidence of competence to practice.

Degree Requirements

Degree requirements are established by the faculty on recommendation from the Dean of Graduate Study and the Academic Standards Committee.

1. A degree candidate must complete, for a letter grade, a minimum of 15 units of graduate credit in Occupational Therapy. Unless otherwise noted in the course description, graduate courses are valued at 1 unit each. A unit of credit is equivalent to 4 semester hours or 6 quarter hours. Up to six and one half (6.5) previously completed graduate occupational therapy transfer units may be applied toward a degree if requested and approved at the time of application for acceptance as a degree candidate.
2. Transfer students must be in good standing with a grade point average of 3.0 or better to be considered. Requests are reviewed and approved by the occupational therapy faculty. Any transfer student must complete a minimum of 8.0 units on the Puget Sound campus.
3. All degree candidates must complete the diploma application card and degree clearance form, available in the Office of the Registrar, prior to the final term of graduate study.

Questions about degree requirements and degree candidacy should be referred to the Office of the Registrar.

Continuation toward a Degree in Occupational Therapy

1. Once degree candidacy has been granted, a student must complete all degree requirements within six years. All courses to be counted in the degree, including graduate transfer credit, must be taken within the six-year period prior to granting the degree; hence, courses may go out of date even though candidacy is still valid.
2. A student is expected to maintain a cumulative grade point average of 3.0 on a 4.0 scale. The Academic Standards Committee reviews the record of a degree candidate who earns a cumulative grade point below 3.0. Grades less than 2.0 (including a WF) cannot be used in meeting graduate degree requirements but are computed in the cumulative grade point average. A candidate falling below a 3.0 cumulative grade point average will be placed on academic probation and may be removed from degree candidacy.
3. When candidacy is removed for any reason, the student may not register for additional work without the prior approval of the Academic Standards Committee and the faculty of the School of Occupational Therapy. Students who are removed from degree candidacy for academic reasons may petition the School

of Occupational Therapy faculty and the Academic Standards Committee for reinstatement.

4. A student will be unable to continue in the program or enroll in Occupational Therapy courses if the student receives less than a 2.0 (including a WF) for the second time in a single required course; must repeat more than two required courses; violates the standards of ethical practice observed by the academic and clinical educational programs in occupational therapy; or violates university policies regarding academic dishonesty.

Requirements for Graduation from OTD (Professional Entry-Level)

1. Successfully complete the required courses (see below) for a letter grade with a cumulative grade point average of 3.0 or better.
2. Successfully complete a minimum of six months of fieldwork experience in a medical center, school, health care facility, or other agency that holds an extended campus agreement with the School of Occupational Therapy (register for OT 670). OT 675 and 676 may be taken as electives. Level II Fieldwork must be completed within 24 months of the completion of OT didactic (on campus) coursework.
3. Successfully complete a 14-week doctoral capstone consisting of both the doctoral project and doctoral experience.
4. Maintain professional liability insurance throughout educational program
5. Provide transportation for travel to clinical facilities.
6. Pay a fee for fieldwork experience.
7. Maintain health insurance and immunizations throughout educational program
8. Maintain current CPR certification throughout educational program
9. Adhere to the standards of ethical practice observed by the academic and clinical education programs in occupational therapy.
10. Undergo a national background check and a Washington State Patrol background check yearly thereafter as required by RCW 43.3.830, prior to placement in both on- and off-campus clinical experiences.

Required Courses and Sequence for OTD

Students must be admitted to the School of Occupational Therapy before taking the following course sequence:

First Year

Fall Term	Spring Term	Summer Term
OT 601	OT 610	OT 730 (0.25)*
OT 602 (0.5 unit)	OT 614	OT 781 (0.25)*
OT 603	OT 634	
OT 605	OT 644	
OT 680 (0.5 unit)		
OT 651 (0.0 unit)		

Second Year

Fall Term	Spring Term
OT 731 (0.25 unit)	OT 737 (0.5 unit)
OT 743 (0.5 unit)	OT 747 (0.5 unit)
OT 745	OT 748 (0.5 unit)
OT 746	OT 749 (0.5 unit)
OT 760 (0.5 unit)	OT 761
OT 782 (0.25 unit)	

* will be a hybrid course with a two week intensive on campus the first two weeks of Summer Term 1

Third Year – Students complete two level II fieldwork experiences (OT 670), which typically occur during two of the following three terms:

Summer Term	Fall Term	Spring Term
OT 770 (0.0 unit)	OT 771 (0.0 unit)	OT 785 (0.0 unit)
OT 783 (0.0 unit)	OT 784 (0.0 unit)	

Successful completion of fieldwork and capstone experiences are required for graduation from the university with an OTD degree in occupational therapy. During fieldwork, the student spends a minimum of six months of full-time practice under registered therapists in medical centers, schools, or health care agencies. During the faculty-mentored capstone experience, the student spends 14-weeks building upon what was learned in the classroom and during fieldwork, in an area of occupational therapy practice, research, program development or policy.

OT 770 & 771 – Required

Sequence for part-time graduate study must be approved by the School of Occupational Therapy faculty.

Upon successful completion of all degree requirements, a Doctor of Science in Occupational Therapy (OTD) degree is awarded. Students are then eligible to take the national certification examination offered by the National Board for Certification in Occupational Therapy. Please note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or obtain a state license.

Occupational Therapy Fieldwork Experiences

Level I Fieldwork: Level I Fieldwork opportunities are offered throughout the curriculum. As part of the initial experiential learning experience in the first semester (OT 651), students will have opportunities for observation in specific settings as well as hands-on learning. Additional Fieldwork I experiences occur during the community mental health clinic (OT 660) and the onsite clinic (OT 661).

Level II Fieldwork: Clinical centers for OT 670, OT 675, and OT 676 (Fieldwork II) are available in approximately 12 states in the U.S. The program's Academic Fieldwork Coordinator places students in their fieldwork sites and consults with them during their clinical education experiences. Students can expect that at least one Fieldwork II placement will be in a rural setting or require driving 50 miles or more. Once placed, if a student cancels a placement, a \$500.00 cancellation fee will be assessed.

Doctoral Capstone Experience: OTD students work with the Capstone Coordinator, a faculty mentor and a community collaborator to develop, plan and implement a 14-week capstone experience addressing one or more of the following: practice, academia, research, advocacy, or policy. Capstone experiences may occur on campus, in the immediate community or outside of Washington State. Once placed, if a student cancels a placement, a \$500.00 cancellation fee will be assessed.

POST PROFESSIONAL DOCTORAL PROGRAM IN OCCUPATIONAL THERAPY (DROT)

The School of Occupational Therapy offers a Post-professional Doctor of Occupational Therapy (DrOT) Program designed to fit all levels of experience, whether you are a new entry-level occupational therapist or a seasoned one. The twelve-month curriculum is designed to be student-centered and to support students' development of advanced practice skills that support their career goals. To that end, students in the program are required to articulate an area of concentration and related learning out-

comes that will guide them in developing a doctoral thesis project, shaping course assignments, and selecting experiential learning opportunities. Students will enter the DrOT Program with a range of professional experience and interests, which will enhance the learning of all.

DrOT students will also have opportunities to interact with entry-level MSOT and OTD students, developing mentoring, teaching, and collaborative skills in classroom activities, clinic settings, and through thesis projects.

Degree Requirements

Degree requirements are established by the faculty on recommendation from the Dean of Graduate Study and the Academic Standards Committee.

A degree candidate must complete, for a letter grade, a minimum of eight (8) units of post-professional graduate credit in Occupational Therapy. Unless otherwise noted in the course description, graduate courses are valued at 1 unit each. A unit of credit is equivalent to 4 semester hours or 6 quarter hours.

All degree candidates must complete the diploma application card and degree clearance form, available in the Office of the Registrar, prior to the final term of graduate study.

Questions about degree requirements and degree candidacy should be referred to the Office of the Registrar.

Continuation toward a Post Professional Degree in Occupational Therapy

Once degree candidacy has been granted, a student must complete all degree requirements within six years. All courses to be counted in the degree, including graduate transfer credit, must be taken within the six-year period prior to granting the degree; hence, courses may go out of date even though candidacy is still valid.

A student is expected to maintain a cumulative grade point average of 3.0 on a 4.0 scale. The Academic Standards Committee reviews the record of a degree candidate who earns a cumulative grade point below 3.0. Grades less than 2.0 (including a WF) cannot be used in meeting graduate degree requirements but are computed in the cumulative grade point average. A candidate falling below a 3.0 cumulative grade point average will be placed on academic probation and may be removed from degree candidacy.

When candidacy is removed for any reason, the student may not register for additional work without the prior approval of the Academic Standards Committee and the faculty of the School of Occupational Therapy. Students who are removed from degree candidacy for academic reasons may petition the School of Occupational Therapy faculty and the Academic Standards Committee for reinstatement.

A student will be unable to continue in the School of Occupational Therapy or enroll in Occupational Therapy courses if the student receives less than a 2.0 (including a WF) for the second time in a single required course; must repeat more than two required courses; violates the standards of ethical practice observed by the academic and clinical educational programs in occupational therapy; or violates university policies regarding academic dishonesty.

Requirements for Graduation from DrOT (Post Professional Program)

1. Successfully complete the required courses (see below) for a letter grade with a cumulative grade point average of 3.0 or better.
2. Successfully complete residency experiences as part of their coursework.
3. Maintain professional liability insurance throughout educational program.

4. Provide transportation for travel to clinical facilities.
5. Maintain health insurance and immunizations throughout educational program.
6. Maintain current CPR certification throughout educational program.
7. Adhere to the standards of ethical practice observed by the academic and clinical education programs in occupational therapy.
8. Undergo a national background check and a Washington State Patrol background check yearly thereafter as required by RCW 43.3.830, prior to placement in both on- and off-campus clinical experiences.

Required Courses and Sequence for DrOT*

Students must be admitted to the Post Professional School of Occupational Therapy before taking the following course sequence:

Fall Term	Spring Term	Summer Term
OT 700 (1.0 unit)	OT 713 (0.5 unit)	OT 732 (0.5 unit)
OT 712 (0.5 unit)	OT 720 (1.0 unit)	OT 738 (0.5 unit)
OT 740 (0.5 unit)	OT 724 (1.0 unit)	OT 742 (0.5 unit)
OT 750 (0 unit)**	OT 741 (0.5 unit)	OT 752 (0.5 unit)**
OT 751 (0 unit)**	OT 755 (1.0 unit)	

* The DrOT Program typically starts in the fall with an occasional summer start. If the program starts in the summer, the course sequence will be adjusted.

** OT 750 and 751 may be taken in Summer, Fall, or Spring Term, as long as (i) 750 is taken prior to or concurrently with 751, and (ii) 751 is taken prior to or concurrently with 752.

Note: Based on enrollment, the Program may start in either the summer or fall terms. The course sequence may shift slightly depending on the term in which the program begins.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see "Frequency of Course Offerings" on page 18.

Unless otherwise noted, each course is 1 unit of credit.

Occupational Therapy (OT)

101 Introduction to Allied Health Professions 0.25 units. This course is an advising section for students interested in exploring allied health professions, such as nursing, occupation therapy, and physical therapy, in addition to the liberal arts and sciences. The three objectives of the course are 1) to define the roles and functions of occupational therapists, physical therapists, and other allied health professionals in a variety of settings; 2) to explore current issues in U.S. health care delivery; and 3) to explore students' alternative academic interests to ensure that their courses of study will be chosen in a well-informed and considered way. **NOTE:** This course is not required for the OT program, nor will it meet any requirements for that degree. *Pass/Fail Required.*

601 Foundations of Occupational Therapy This course provides students with an overall understanding of the occupational therapy process and fundamental knowledge and skills for professional practice. The course emphasizes the nature of occupation, how participation in occupation is an organizing force throughout the life-span, and ways that occupational performance is affected by individual and environmental contextual factors. *Prerequisite: Admission to the School of Occupational Therapy.*

602 Health & Occupation Across Diverse Populations 0.50 units. This course critically examines the role of sociocultural, socioeconomic, and diversity factors as they impact participation in occupation for persons, groups, and populations in a changing healthcare environment. Using analytical and evaluative skills, students collaborate in problem-solving activities with classmates in and outside of class and increase understanding of the ways in which race and class impact occupational performance and participation. *Prerequisite: Admission to the School of Occupational Therapy.*

603 Assessment in Occupational Therapy This course provides students with foundational knowledge and skills in skilled observation, activity analysis, and administration of assessments, including scoring, synthesis, and interpretation of the results of measurement for use in occupational therapy practice. Students critically evaluate a published test and form conclusions about the usefulness of the test for OT practice. *Prerequisite: Admission to the School of Occupational Therapy.*

605 Functional Anatomy for Occupational Therapists Essential gross anatomy of the musculoskeletal system of the limbs and trunk, including peripheral nerves and vascular structures, is studied as a basis for understanding and analyzing human functional movement. Biomechanical principles of human motion are studied, as well as kinesiologic analysis of movement. Introduction to goniometry, manual muscle testing, palpation of superficial structures, and clinical presentations are also covered. *Prerequisite: Admission to the School of Occupational Therapy.*

610 Neuroscience for Occupational Therapists This class is a foundation course designed to introduce occupational therapy students to the basic and applied functions of the human nervous system and begin to understand how those functions affect sensorimotor activity, cognitive/affective behavior, and, ultimately, occupational performance. Instruction on somatosensory and visual testing is included. *Prerequisite: Admission to the School of Occupational Therapy.*

614 Occupational Therapy Intervention Across the Lifespan Students engage in the development of clinical reasoning skills related to a thorough exploration of: types of intervention, intervention approaches, and occupational outcomes across the lifespan. Students analyze, apply, and evaluate the OT process across different settings, populations, and diagnoses; and explore evidence supporting occupational therapy interventions. During labs students apply knowledge and skills while practicing documentation strategies. *Prerequisite: OT 601, 602, 603, and 605.*

630 Evidence Project I 0.25 units. In this course, student groups continue work on their evidence-in-practice projects begun at the end of OT 634. Specifically, MSOT students collaborate with OTD students to develop a full CAT proposal and receive the approval of project mentor and chair. OTD/MSOT student groups make oral presentations of the CAT Proposal to the class and participate in giving and receiving peer review and feedback. *Prerequisite: OT 634.*

631 Evidence Project II 0.25 units. In this course, the combined MSOT/OTD student groups continue the evidence-in-practice projects begun in OT 634 to implement the research, analyze findings, and synthesize implications of the evidence project, including development of a scholarly written report. Student groups collaborate with the community practitioner and develop an Involvement Plan based on principles of translational research. *Prerequisite: OT 630.*

634 Research and Evidence in Occupational Therapy Practice This course introduces the context of OT research, the major types of re-

search, issues of research design, concepts of evidence-based practice, and the principles of descriptive and inferential statistics. Students analyze and interpret data, complete and present pilot descriptive research projects, and begin preparations for implementation of the evidence project in OT 630 or OT 730. *Prerequisite: Admission to the School of Occupational Therapy.*

637 Evidence Project III 0.50 units. Student groups continue their work on the evidence-in-practice projects begun in OT 634. Activities include translating knowledge, studying the implementation of the knowledge, and becoming familiar with methods for disseminating knowledge. The course culminates with a poster presentation of the evidence and knowledge translation project at the OT Research Poster Symposium. *Prerequisite: OT 631.*

643 Specialized Technology, Ergonomics, and Work Programs in Occupational Therapy This course prepares students to analyze and apply the person-task-environment interaction of individuals with various disabilities and impairments, with an emphasis on services addressing advanced technology, ergonomics, and work. *Prerequisite: OT 601, 603, 605, 610, 614, and 644.*

644 Psychosocial Occupational Therapy Across the Lifespan This course develops theoretical knowledge of and practice skills for the occupational therapy process with clients with diverse psychosocial needs, ranging from the importance and meaning of occupation for mental health promotion to the impact of psychiatric conditions on occupational performance. Students administer assessment methods, identify and analyze occupational needs related to mental health, and compare a variety of evidence-informed psychosocial intervention approaches. Therapeutic use of self and reflection and reasoning is further developed while designing and implementing therapeutic group interventions. *Prerequisite: OT 601, 603.*

645 Occupational Therapy Process with Adults I This course addresses evaluation and treatment of adults with occupational performance deficits that result from a variety of acquired musculoskeletal and/or neurological disorders. Building upon foundational information learned in the introduction to evaluation and treatment courses, students will analyze and apply scientific evidence to understanding assessment and treatment principles specific to adult populations, utilizing a variety of models and frames of reference to inform their clinical reasoning. *Prerequisite: OT 601, 603, 605, 610, 614, and 644.*

646 OT Process in Pediatrics I The domain and process of occupational therapy services for infants, children and adolescents across a variety of settings will be discussed and explored with an emphasis on theoretical, legal and ethical foundations to pediatric practice, diagnosis, evaluation, intervention and outcomes. Students will analyze and apply a variety of evidence to support clinical and professional reasoning when working with this population. *Prerequisite: OT 601, 603, 605, 610, 614, and 644.*

647 Occupational Therapy Process with Adults II 0.50 units. This course continues to prepare students in the occupational therapy processes of evaluation and intervention planning for adults with occupational performance deficits that result from a variety of acquired musculoskeletal and/or neurological conditions. Students will also analyze and apply scientific evidence for designing and prescribing successful home program interventions, understanding the impact that mobility and accessibility within the environment have on overall health and occupational performance, and developing strategies to promote health and wellness at the individual and population levels. *Prerequisite: OT 645.*

648 Occupational Therapy Process in Pediatrics II 0.50 units. This course continues to prepare students to work with infants, children and adolescents across settings and diagnoses in order to support development, occupational performance, participation and health and wellness. Students will develop knowledge and strategies to analyze and apply the occupational therapy process at the population and systems levels in addition to the individual. *Prerequisite: OT 646.*

649 Occupational Therapy for Older Adults 0.50 units. This course addresses issues in human aging that are relevant to occupational therapists. Theories of aging are reviewed and attitudes explored. Physical and psychosocial age-related changes are identified, special topics related to care of the older adult, and the therapist's role in assessment and intervention, as it is unique to practice with individuals 55 years and older, are discussed. *Prerequisite: OT 645.*

650 Evidence-Based Practice: Advanced Research Seminar This seminar provides an in-depth examination of research evidence related to the practice of occupational therapy. Students learn how to integrate research evidence into the clinical reasoning process. Various sections focus on specific practice settings: assistive technology, biomechanical treatment, mental health, neurological treatment, or pediatrics. *Prerequisite: Admission to post-professional MSOT program. May be repeated for credit.*

651 Fieldwork Level I No credit. In this course, students complete 12 hours of observation/collaboration in an assigned Level I fieldwork setting with an occupational therapist or at an emerging practice site. Course also includes 3 seminar sessions. *Prerequisite: Admission to the School of Occupational Therapy*

652 Experiential Learning in Context I No credit. Experiential learning enables students to develop meaningful connections between course content and the occupational needs of individuals, organizations, and communities. Students engage in service hours in a setting that provides professional development experience relevant to occupational therapy practice and/or with the populations served by occupational therapists. Students reflect on diversity and individual differences, meaningful occupation, and their own professionalism and lifelong learning and growth. *Prerequisite: OT 651.*

653 Experiential Learning in Context II No credit. Experiential learning enables students to develop meaningful connections between course content and the occupational needs of individuals, organizations, and communities. Students engage in service hours in a setting that provides professional development experience relevant to occupational therapy practice and/or with the populations served by occupational therapists. Students reflect on diversity and individual differences, meaningful occupation, and their own professionalism and lifelong learning and growth. *Prerequisite: OT 651.*

655 Outcome Study Research Seminar The seminar examines approaches to the study of outcomes of occupational therapy service delivery. The rigorous design and implementation of such studies are addressed. A pilot project allows focus on specific practice settings: assistive technology, biomechanical treatment, mental health, neurological treatment, or pediatrics. *Prerequisite: Admission to post-professional MSOT program.*

659 Management 0.25 units. This course will cover fundamental aspects of health-care administration and emerging management practice. Information regarding financing and reimbursement of health services, and social and global health issues will be covered. Supervisory relationships, the law related to occupational therapy practice, and ethical

scenarios will be explored. *Prerequisite: OT 680 and admission to the MSOT program.*

660 Community Behavioral Health Clinic 0.50 units. The mental health clinical experience provides students with opportunities to engage in the community and is part of the Level I fieldwork series. It is designed to assist in the transition from the role of student to that of therapist by engaging in the occupational therapy process in its entirety. *Prerequisite: OT 644.*

661 Adult and Pediatric Teaching Clinics As a continuing part of the Level I Fieldwork series, students gain authentic, practical experience with the occupational therapy process by working with both an adult and child client in the Puget Sound occupational therapy teaching clinics. Course learning activities enhance both foundational knowledge and the critical thinking skills necessary for professionalism and lifelong learning and growth.

670 Fieldwork Level II No credit. This is the first of two 12-week, full time Level II fieldwork placements and is an essential part of the educational program. Level II fieldwork is completed in a practice setting as students work toward developing the entry level skills of a generalist OT. Successful completion of Level II fieldwork includes passing scores on the AOTA Fieldwork Performance Evaluation for the occupational therapy student at the conclusion of each placement and the approval of the OT program director.

671 Fieldwork Level II No credit. This is the second of two 12-week, full time Level II fieldwork placements and is an essential part of the educational program. Level II fieldwork is completed in a practice setting as students work toward developing the entry level skills of a generalist OT. Successful completion of Level II fieldwork includes passing scores on the AOTA Fieldwork Performance Evaluation for the occupational therapy student at the conclusion of each placement and the approval of the OT program director.

675 Fieldwork Experience: Pediatrics No credit. A minimum of 10-12 weeks full time experience in a community agency, hospital setting, or public school, with guided experience in evaluation and treatment of children. *Non-credit students may take this course on a pass/fail grading basis only. Fee required. May be repeated for credit. Cannot be audited.*

676 Fieldwork Experience: Specialty Area No credit. Full time experience of 8-12 weeks, to be served in such specialty areas as hand therapy, home health, or burns treatment. Pass/fail grading only. Fee required. Occupational Therapy Fieldwork Experiences A variety of clinical centers within an hour's drive of the University provide part-time experience for Occupational Therapy students in conjunction with academic courses throughout the curriculum (Fieldwork I). Clinical centers for OT 670 (Fieldwork II), OT 675 (Pediatrics), and OT 676 (Specialty Area) are available in approximately 12 states in the U.S. It is possible to arrange for optional fieldwork (OT 675, OT 676) to be done internationally. The program's Academic Fieldwork Coordinator assists students in their selection of fieldwork sites and consults with them during their clinical education experiences. *Cannot be audited.*

680 Professionalism and Leadership I 0.50 units. In this course students learn foundational concepts of professionalism, universal principles of professional therapist-client interaction, and assimilation of a professional self-identity. Key concepts include personal responsibility for learning, therapeutic use of self, professional communication, clinical reasoning and reflection, professional behaviors, and understanding self as a professional. *Prerequisite: Admission to the School of Occupational Therapy.*

694 Special Topics in Occupational Therapy In this course students focus on a single occupational therapy clinical setting, such as rehabilitation centers or schools, and explore how the occupational therapy process can be effectively implemented in such settings. The interplay of policy and practice issues is examined. *Prerequisite: Admission to post-professional MSOT program. May be repeated for credit.*

695 Independent Study Variable credit up to 1.00 unit. Independent study is available to those students who wish to continue their learning in an area after completing the regularly offered courses in that area. *May be repeated for credit up to 2.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

696 Independent Study Variable credit up to 1.00 unit. *May be repeated for credit up to 2.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

700 Professional Craft Knowledge and Expertise Continued expertise development results in refinement of one's professional craft knowledge and professional practice. In this course, students learn about advanced knowledge and practice in occupational therapy by reflecting on, discussing and analyzing how occupational therapists know what they know (professional craft knowledge), knowledge and expertise development, and the conceptual foundations of occupational therapy in order to further develop their skills as an advanced healthcare professional. Using Occupational Therapy Practice Framework and the Centennial Vision to frame the discussion, this course emphasizes the complexities of conscience and judicious integration of occupational therapy models and theories into practice. Through greater familiarity with information resources and guided principles of continuous improvement of clinical expertise, professional sophistication is advanced. Students have opportunities to apply what they learn to a specific practice setting and/or population and their roles as an occupational therapist. *Prerequisite: Admission into the DrOT program.*

712 Leadership in Healthcare 0.50 units. Professional Leadership in occupational therapy focuses on the application of theory and evidence in leadership to specific career goals. Students learn about different theories and models of leadership and change implementation and develop strategies for problem-solving when in a leadership role. Opportunities to explore their own leadership style and develop/continue to build their professional portfolio occur throughout the class. *Prerequisite: Admission into the DrOT program.*

713 Management in Healthcare 0.50 units. Management in occupational therapy builds on the content learned in the professional leadership class OT 712. Students learn systems theory specific to managing a project and/or department. Different management styles are explored and applied to the students' own practice and life goals. Finally, they examine types of change management and quality improvement in occupational therapy settings. *Prerequisite: OT 712. Prerequisite: OT 712.*

720 Teaching and Learning Across Contexts This course provides students with advanced knowledge and skills in teaching and learning for multiple settings and roles in which an occupational therapist educates or mentors clients, students, or staff. The course begins with adult learning theory that students then apply to patient/client education (both individuals and groups), teaching occupational therapy students in academic and fieldwork settings, developing continuing education programs, and mentoring/teaching staff in clinical settings. Students engage in authentic teaching and learning experiences, consistent with their plan of study and program goals. *Prerequisite: Admission into the DrOT program.*

724 Occupational Therapy for Populations and Health Promotion

This course prepares clinicians to be leaders in the area of occupational therapy health promotion interventions across the lifespan at a population level. Students explore the philosophical base to support occupational therapists' participation in interventions focused on health promotion and the distinctive perspective the profession brings to chronic disease management and fostering lifestyle behaviors that are health promoting across the lifespan. As part of this course, students are prepared to design and implement interventions in areas such as healthy technology use, obesity prevention, fall prevention, healthy aging in place, injury prevention, self-management for chronic diseases, and caregiver support programs. *Prerequisite: Admission into the DrOT program.*

730 Evidence Project I 0.25 units. In this course student groups continue work on their evidence-in-practice projects begun at the end of OT 634. OTD students design a detailed evidence search strategy, then, in collaboration with MSOT students, develop a full CAT proposal and receive the approval of project mentor and chair. OTD/MSOT student groups make oral presentations of the CAT proposal to the class and participate in giving and receiving peer review and feedback. *Prerequisite: OT 634*

731 Evidence Project II 0.25 units. In this course, the combined MSOT/OTD student groups continue the evidence-in-practice projects begun in OT 634 to implement the research, analyze findings, and synthesize implications of the evidence project, including development of a scholarly written report. Student groups collaborate with the community practitioner and develop an Involvement Plan based on principles of translational research. *Prerequisite: OT 730.*

732 Ethics in Healthcare 0.50 units. In this course, students explore advanced ethical decision-making to support effective service delivery across occupational therapy settings and populations. This is done by first discussing morality and ethics and then by exploring ethics within a caring response. Students then review and analyze ethical theories and approaches. Students use case studies, debates and real-life scenarios from current work settings to apply a six-step process to ethical decision-making. Opportunities to explore and discuss complex ethical issues within professional relationships and across healthcare settings are provided. *Prerequisite: Admission into the DrOT program.*

737 Evidence Project III & Capstone Preparation 0.50 units. Student groups continue their work on the evidence-in-practice projects begun in OT 634. Activities include translating knowledge, studying the implementation of the knowledge, and becoming familiar with methods for disseminating knowledge. Students begin preliminary preparation for the capstone experience. The course culminates with a poster presentation of the evidence and knowledge translation project at the OT Research Poster Symposium. *Prerequisite: OT 731.*

738 Emerging Practice in Occupational Therapy 0.50 units. The American Occupational Therapy Association (AOTA) has identified the following as emerging practice areas to watch: addressing the psychosocial needs of children and youth; design and accessibility consulting and home modification; driver rehabilitation and training; ergonomics consulting; Health and Wellness consulting; low vision services; private practice community health services; technology and assistive device development and consulting; Welfare-to-Work services; and Ticket-to-Work services. While these areas have been identified by AOTA and are part of the Centennial Vision, opportunities for developing emerging practice areas are limitless. Students learn how occupation focused practice can be applied to a wide variety of settings and circumstances

in order to improve the health and well-being of a diverse range of people. Through the use of policy, societal initiatives and current research, students will look to the future to develop a vision for role emerging opportunities in occupational therapy. As part of this course, each student completes an in-depth exploration of 2-3 of emerging practice areas. *Prerequisite: Admission into the DrOT program.*

740 Doctoral Thesis I 0.50 units. This course is the first in a series in which students design and implement an original research project. Students identify an area for in-depth consideration, either through research or program development, within occupational therapy; outline the need for focused attention on this area; and develop a proposal for project implementation. *Prerequisite: Admission into the DrOT program.*

741 Doctoral Thesis II 0.50 units. This course is the second in a series in which students design and implement an original research project. Students further refine their proposal and begin to implement their project. *Prerequisite: OT 740*

742 Doctoral Thesis III 0.50 units. This course is the last in a series in which students design and implement an original research project. Students complete their project including a professional paper. The course culminates in a presentation by the student to the campus and wider community on the entire project. *Prerequisite: OT 741*

743 Advanced Technology, Ergonomics and Work 0.50 units. This course prepares students to analyze, apply, and evaluate the person-task-environment interaction of individuals with various disabilities and impairments, with an emphasis on services addressing advanced technology, ergonomics, and work. *Prerequisite: OT 601, 603, 605, 610, 614, and 644.*

745 OT Process with Adults I This course addresses evaluation and treatment of adults with occupational performance deficits that result from a variety of acquired musculoskeletal and/or neurological disorders. Building upon foundational information learned in the introduction to evaluation and treatment courses, students will analyze, apply, and evaluate scientific evidence to understanding assessment and treatment principles specific to adult populations, utilizing a variety of models and frames of reference to inform their clinical reasoning. *Prerequisite: OT 601, 603, 605, 610, 614, and 644.*

746 OT Process in Pediatrics I The domain and process of occupational therapy services for infants, children and adolescents across a variety of settings will be discussed and explored with an emphasis on theoretical, legal and ethical foundations to pediatric practice, diagnosis, evaluation, intervention and outcomes. Students will analyze, apply and evaluate a variety of evidence to support clinical and professional reasoning when working with this population. *Prerequisite: OT 601, 603, 605, 610, 614, and 644.*

747 OT Process with Adults II 0.50 units. This course continues to prepare students in the occupational therapy processes of evaluation and intervention planning for adults with occupational performance deficits that result from a variety of acquired musculoskeletal and/or neurological conditions. Students will also evaluate, analyze, and apply scientific evidence for designing and prescribing successful home program interventions, understanding the impact that mobility and accessibility within the environment have on overall health and occupational performance, and developing strategies to promote health and wellness at the individual and population levels. *Prerequisite: OT 745.*

748 OT Process in Pediatrics II 0.50 units. This course continues to prepare students to work with infants, children, and adolescents across

settings and diagnoses in order to support development, occupational performance, participation, and health and wellness. Students will develop knowledge and strategies to analyze, apply, and evaluate the occupational therapy process at the population and systems levels in addition to the individual. *Prerequisite: OT 746.*

749 Occupational Therapy for Older Adults 0.50 units. This course addresses issues in human aging that are relevant to occupational therapists. Theories of aging are reviewed and attitudes explored. Students will apply, analyze, and evaluate the scientific evidence as it relates to physical and psychosocial age-related changes, special topics related to care of the older adult, and the therapist's role in assessment and intervention unique to the practice with individuals 55 years and older. *Prerequisite: OT 745.*

750 Residency Through Experiential Learning I No credit. In this course, students complete a minimum of 20 hours of work in a clinical setting or some other setting that provides professional development experience specifically relevant to his or her course of study. Experiential learning opportunities are designed to help students develop meaningful connections between their course of study and communities of practice to promote students' advanced knowledge and application of occupational therapy practice in order to further refine their professional craft knowledge. The experience or setting is mutually agreed upon by the student and the advisor and the coordinator of experiential learning. *Pass/fail grading only. Pass/Fail Required.*

751 Residency Through Experiential Learning II No credit. In this course students complete a minimum of 20 hours of work in a clinical setting or some other setting that provides professional development experience specifically relevant to his or her course of study. Experiential learning opportunities are designed to help students develop meaningful connections between their course of study and communities of practice to promote students' advanced knowledge and application of occupational therapy practice in order to further their professional craft knowledge. The experience or setting is mutually agreed upon by the student and the advisor and the coordinator of the experiential learning. *Pass/fail grading only. Pass/Fail Required.*

752 Residency Through Experiential Learning III 0.50 units. In this course students complete a minimum of 20 hours of work in a clinical setting or some other setting that provides professional development experience specifically relevant to his or her course of study. Experiential learning opportunities are designed to help students develop meaningful connections between their course of study and communities of practice to promote students' advanced knowledge and application of occupational therapy practice in order to further refine their professional craft knowledge. The experience or setting is mutually agreed upon by the student and the advisor and the coordinator of the experiential learning. *Pass/fail grading only. Prerequisite: OT 751. Pass/Fail Required.*

755 Understanding the System: Policy and Advocacy This course advances knowledge in the areas of policy and advocacy that affect occupational therapy services across practice areas. Some issues from earlier coursework, such as in leadership and management, are revisited. However, in this course, students discover how and why these issues are formed and how and why they change over time. Students reflect upon their own practice and explore and discuss how occupational therapists can influence these systems issues across settings. This knowledge is then applied to a practice setting in order to further develop expertise.

760 Community Behavioral Health Clinic 0.50 units. The mental health clinical experience provides students with opportunities to engage in the community and is part of the Level I fieldwork series. It is designed to assist in the transition from the role of student to that of therapist by engaging in the occupational therapy process in its entirety. *Prerequisite: OT 644.*

761 Adult and Pediatric Teaching Clinics As a continuing part of the Level I Fieldwork series, students gain authentic, practical experience with the occupational therapy process by working with both an adult and child client in the Puget Sound occupational therapy teaching clinics. Course learning activities enhance both foundational knowledge and the critical thinking skills necessary for professionalism and lifelong learning and growth.

770 Fieldwork Level II No credit. This is the first of two 12-week, full time Level II fieldwork placements and is an essential part of the educational program. Level II fieldwork is completed in a practice setting as students work toward developing the entry level skills of a generalist OT. Successful completion of Level II fieldwork includes passing scores on the AOTA Fieldwork Performance Evaluation for the occupational therapy student at the conclusion of each placement and the approval of the OT program director.

771 Level II Fieldwork No credit. This is the first of two 12-week, full time Level II fieldwork placements and is an essential part of the educational program. Level II fieldwork is completed in a practice setting as students work toward developing the entry level skills of a generalist OT. Successful completion of Level II fieldwork includes passing scores on the AOTA Fieldwork Performance Evaluation for the occupational therapy student at the conclusion of each placement and the approval of the OT program director.

781 Professionalism and Leadership II 0.25 units. Students engage with the professionalization of occupational therapy practice to learn about and develop personal responsibility for professional membership and engagement, interprofessional professionalism, and professional reasoning. Additional topics include contribution and service to the profession, the role of organizational governance in promoting professionalism, professional communication and collaboration, ethical decision-making and practice, and clinical decision making as an occupational therapy professional. *Prerequisite: OT 680.*

782 Professionalism and Leadership III 0.25 units. This third course focuses on leadership in occupational therapy, supervision, and issues in clinical management as well as reimbursement. Students gain deep self-awareness by completing emotional intelligence and self-regulation assessments, and use resulting knowledge to create independent work plans to support completion of the doctoral capstone experience. *Prerequisite: OT 781.*

783 Doctoral Capstone Design I No credit. This hybrid course consists of an intensive classroom series followed by online classroom activities over the ensuing ten weeks. Instructional topics include project management skills, fidelity in project implementation, documentation of processes, budget planning, and strategies for success in independent work. Students conceptualize and design capstone projects in the areas of Clinical Practice Skills, Research, Administration, Leadership, Program and Policy Development, Advocacy, and Education. *Prerequisite: OT 737.*

784 Doctoral Capstone Design II No credit. Students participate in this course through an e-classroom format concurrent with Level II fieldwork. The focus is on capstone planning with content and learning experiences

individually tailored to support each student in preparing for implementation of the capstone experience. Students complete extensive literature reviews to support the capstone project/experience, confirm a site mentor with expertise in the area of focus, complete and analyze a site needs assessment, and develop individualized learning objectives and plans for supervision during the overall capstone. *Prerequisite: OT 783*

785 Doctoral Capstone Experience and Seminar No credit. The Capstone experience consists of one 14-week, full-time placement and is an essential part of the educational program. Students initiate and sustain independent work on the capstone project, consulting with the Site Mentor, Faculty Mentor, and Capstone Coordinator as necessary, to carry out contracted project goals and objectives including discontinuation and sustainability of the capstone. The course culminates in a final week of on-campus coursework addressing reflection on the capstone experience, innovations in practice, preparation for academia, preparation for the certification exam, and capstone dissemination. *Prerequisite: OT 770, 771, 783, and 784.*