

## Puget Sound MSOT/OTD Course Descriptions

### QUICK REFERENCE:

The School of Occupational Therapy: <https://www.pugetsound.edu/academics/school-occupational-therapy>

Puget Sound Bulletin: <https://www.pugetsound.edu/university-bulletins>

Puget Sound Academic Calendar: <https://www.pugetsound.edu/academic-calendars>

Program Tuition and Fees: <https://www.pugetsound.edu/admission/graduate-admission/graduate-tuition-fees>

### MSOT PROGRAM

### OTD PROGRAM

MSOT Course # and Title	Units	Description	OTD Course # and Title	Units	Description
<b>Year 1 - Fall</b>					
<a href="#"><u>OT 601</u></a> <a href="#"><u>Foundations of Occupational Therapy</u></a>	1 unit	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. <i>Prerequisite: admission to the School of Occupational Therapy.</i>	<b><i>SAME AS MSOT (OT601)</i></b>		
<a href="#"><u>OT 602</u></a> <a href="#"><u>Health &amp; Occupation Across Diverse Populations</u></a>	.5 unit	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 increase understanding of the ways in which race and class impact occupational performance and participation. <i>Prerequisite: admission to the School of Occupational Therapy.</i>	<b><i>SAME AS MSOT (OT602)</i></b>		

## Puget Sound MSOT/OTD Course Descriptions

<p><b><u>OT 603</u></b>  <u>Assessment in Occupational Therapy</u></p>	<p>1 unit</p>	<p>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. <i>Prerequisite: admission to the School of Occupational Therapy.</i></p>	<p><b><i>SAME AS MSOT (OT603)</i></b></p>
<p><b><u>OT 605</u></b>  <u>Functional Anatomy for Occupational Therapists</u></p>	<p>1 unit</p>	<p>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. <i>Prerequisite: admission to the School of Occupational Therapy.</i></p>	<p><b><i>SAME AS MSOT (OT605)</i></b></p>
<p><b><u>OT 680</u></b>  <u>Professionalism and Leadership I</u></p>	<p>.5 unit</p>	<p>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. <i>Prerequisite: admission to the School of Occupational Therapy.</i></p>	<p><b><i>SAME AS MSOT (OT680)</i></b></p>

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### Year 1 - Spring

<p><b><u>OT 610</u></b>  <u>Neuroscience for Occupational Therapists</u></p>	<p>1 unit</p>	<p>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.  <i>Prerequisite: admission to the School of Occupational Therapy.</i></p>	<p><b><i>SAME AS MSOT (OT610)</i></b></p>
<p><b><u>OT 614</u></b>  <u>Occupational Therapy Intervention Across the Lifespan</u></p>	<p>1 unit</p>	<p>Students engage in and develop clinical reasoning skills related to a thorough exploration of: types of intervention, intervention approaches and intervention review across the lifespan. In addition, planning for outcomes as part of the occupational therapy process is discussed. Students have opportunities to analyze, apply and evaluate knowledge and skills to different settings, populations, and diagnoses; and explore evidence supporting occupational therapy interventions. During labs students apply knowledge and skills while practicing documentation strategies.  <i>Prerequisite OT601, OT602 and OT603</i></p>	<p><b><i>SAME AS MSOT (OT614)</i></b></p>
<p><b><u>OT 634</u></b>  <u>Research and Evidence in Occupational Therapy Practice</u></p>	<p>1 unit</p>	<p>This course introduces the context of OT research, the major types of research, 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 OT630 or OT730.  <i>Prerequisite: admission to the School of Occupational Therapy.</i></p>	<p><b><i>SAME AS MSOT (OT634)</i></b></p>

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<p><u><a href="#">OT 644</a></u>  <u><a href="#">Psychosocial Occupational Therapy Across the Lifespan</a></u></p>	<p>1 unit</p>	<p>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. Doctoral students further evaluate evidence that supports the role of occupation in the promotion of mental health and prevention of mental illness. <i>Prerequisite: admission to the School of Occupational Therapy.</i></p>	<p><b>SAME AS MSOT (OT644)</b></p>	
<p><u><a href="#">OT 651</a></u>  <u><a href="#">Fieldwork Level I</a></u></p>	<p>NC</p>	<p>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. <i>Prerequisite: admission to the School of Occupational Therapy.</i></p>	<p><b>SAME AS MSOT (OT651)</b></p>	

### Year 1 – Summer

Summer classes are in-person the first two weeks of Summer Term 1 with independent work and asynchronous class sessions throughout the summer and synchronous class sessions the final week of Summer Term 2.

<p><u><a href="#">OT 630</a></u>  <u><a href="#">Evidence Project I</a></u></p>	<p>.25 unit</p>	<p>In this course student groups continue work on their evidence-in-practice projects begun at the end of OT634. 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</p>	<p><u><a href="#">OT 730</a></u>  <u><a href="#">Evidence Project I</a></u></p>	<p>.25 unit</p>	<p>In this course student groups continue work on their evidence-in-practice projects begun at the end of OT734. 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</p>
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		presentations of the CAT Proposal to the class and participate in giving and receiving peer review and feedback. <i>Prerequisite: OT634</i>			make oral presentations of the CAT Proposal to the class and participate in giving and receiving peer review and feedback. <i>Prerequisite: OT634</i>
<a href="#"><u>OT 652 ELiC</u></a> <a href="#"><u>Experiential Learning in Context I</u></a>	Credit/ In progress option	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. <i>Prerequisite: OT651. Pass/fail grading only.</i>	<a href="#"><u>OT 781</u></a> <a href="#"><u>Professionalism and Leadership II</u></a> <i>(OTD only)</i>	.25 unit	Students engage with the professionalization of occupational therapy practice to learn about and develop personal responsibility for professional membership and engagement; inter-professional 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. <i>Prerequisite: OT680</i>

### Year 2 - Fall

<a href="#"><u>OT 631</u></a> <a href="#"><u>Evidence Project II</u></a>	.25 unit	In this course, the combined MSOT/OTD student groups continue the evidence-in-practice projects begun in OT634 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. <i>Prerequisite: OT630</i>	<a href="#"><u>OT 731</u></a> <a href="#"><u>Evidence Project II</u></a>	.25 unit	In this course, the combined MSOT/OTD student groups continue the evidence-in-practice projects begun in OT634 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. <i>Prerequisite: OT730</i>
<a href="#"><u>OT 643</u></a> <a href="#"><u>Specialized Technology, Ergonomics, and Work Programs in Occupational Therapy</u></a>	.5 unit	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. <i>Prerequisite: OT601, OT603, OT605, OT610, OT614, OT644</i>	<a href="#"><u>OT 743</u></a> <a href="#"><u>Specialized Technology, Ergonomics, and Work Programs in Occupational Therapy</u></a>	.5 unit	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. <i>Prerequisite: OT601, OT603, OT605, OT610, OT614, OT644</i>

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<p><u><a href="#">OT 645</a></u> <u><a href="#">OT Process with Adults I</a></u></p>	<p>1 unit</p>	<p>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. <i>Prerequisite: OT601, OT603, OT605, OT610, OT614, OT644</i></p>	<p><u><a href="#">OT 745</a></u> <u><a href="#">OT Process with Adults I</a></u></p>	<p>1 unit</p>	<p>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. <i>Prerequisite: OT601, OT603, OT605, OT610, OT614, OT644</i></p>
<p><u><a href="#">OT 646</a></u> <u><a href="#">OT Process with Pediatrics I</a></u></p>	<p>1 unit</p>	<p>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. <i>Prerequisite: OT601, OT603, OT605, OT610, OT614, OT644</i></p>	<p><u><a href="#">OT 746</a></u> <u><a href="#">OT Process with Pediatrics I</a></u></p>	<p>1 unit</p>	<p>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. <i>Prerequisite: OT601, OT603, OT605, OT610, OT614, OT644</i></p>
<p><u><a href="#">OT 660</a></u> <u><a href="#">Community Behavioral Health Clinic</a></u></p>	<p>.5 unit</p>	<p>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. <i>Prerequisite: OT644</i></p>	<p><u><a href="#">OT 760</a></u> <u><a href="#">Community Behavioral Health Clinic</a></u></p>	<p>.5 unit</p>	<p>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. <i>Prerequisite: OT644</i></p>

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<p><a href="#"><u>OT 653</u></a>  <a href="#"><u>ELiC II</u></a>  <a href="#"><u>Experiential Learning in Context II</u></a>  <i>(MSOT only)</i></p>	<p>Credit/ in progress option</p>	<p>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. <b>Pass/fail grading only.</b>  <i>Prerequisite: OT651</i></p>			
			<p><a href="#"><u>OT 782</u></a>  <a href="#"><u>Professionalism and Leadership III</u></a>  <i>(OTD only)</i></p>	<p>.25 unit</p>	<p>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.  <i>Prerequisite: OT781</i></p>
<h3>Year 2 - Spring</h3>					
<p><a href="#"><u>OT 659</u></a>  <a href="#"><u>Management</u></a>  <i>(MSOT only)</i></p>	<p>.25 unit</p>	<p>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.  <i>Prerequisite: OT680</i></p>			



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<p><a href="#"><u>OT 637</u></a> <a href="#"><u>Evidence Project III</u></a></p>	<p>.5 unit, in progress option</p>	<p>Student groups continue their work on the evidence-in-practice projects begun in OT634. 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. <i>Prerequisite: OT631</i></p>	<p><a href="#"><u>OT 737</u></a> <a href="#"><u>Evidence Project III &amp; Capstone Preparation</u></a></p>	<p>.5 unit, in progress option</p>	<p>Student groups continue their work on the evidence-in-practice projects begun in OT734. 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. <i>Prerequisite: OT731</i></p>
<p><a href="#"><u>OT 647</u></a> <a href="#"><u>OT Process with Adults II</u></a></p>	<p>.5 unit</p>	<p>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. <i>Prerequisite: OT645</i></p>	<p><a href="#"><u>OT 747</u></a> <a href="#"><u>OT Process with Adults II</u></a></p>	<p>.5 unit</p>	<p>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. <i>Prerequisite: OT745</i></p>
<p><a href="#"><u>OT 648</u></a> <a href="#"><u>OT Process in Pediatrics II</u></a></p>	<p>.5 unit</p>	<p>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. <i>Prerequisite: OT646</i></p>	<p><a href="#"><u>OT 748</u></a> <a href="#"><u>OT Process in Pediatrics II</u></a></p>	<p>.5 unit</p>	<p>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. <i>Prerequisite: OT746</i></p>



## Puget Sound MSOT/OTD Course Descriptions

<a href="#"><u>OT 649</u></a> <a href="#"><u>Occupational Therapy for Older Adults</u></a>	.5 unit	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. <i>Prerequisite: OT645</i>	<a href="#"><u>OT 749</u></a> <a href="#"><u>Occupational Therapy for Older Adults</u></a>	.5 unit	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. <i>Prerequisite: OT745</i>
<a href="#"><u>OT 661</u></a> <a href="#"><u>Adult and Pediatric Teaching Clinics</u></a>	1 unit	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.	<a href="#"><u>OT 761</u></a> <a href="#"><u>Adult and Pediatric Teaching Clinics</u></a>	1 unit	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.

### Year 2 - Summer

*Note: To participate in OT 670, OT671, OT770, or OT771, an entry-level student must have successfully completed the **required 14.5 units** of OT coursework (MSOT) or **required 14.75 units** (OTD) with a cumulative GPA of 3.0 or better and have the approval of the MSOT/ OTD Program Director(s) of the School of Occupational Therapy.*

<a href="#"><u>OT 670</u></a> <a href="#"><u>Fieldwork Level II</u></a> <i>(June – Sept)</i>	Credit, in progress option	The Fieldwork II experience consists of two 12-week, full time placements and is an essential part of the educational program. It is completed in 2 different practice settings as students work toward developing the entry level skills of a generalist OT. Successful completion of Fieldwork II 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 MSOT/OTD Program Director(s).	<a href="#"><u>OT 770</u></a> <a href="#"><u>Fieldwork Level II</u></a> <i>(June – Sept)</i>	Credit, in progress option	The Fieldwork II experience consists of two 12-week, full time placements and is an essential part of the educational program. It is completed in 2 different practice settings as students work toward developing the entry level skills of a generalist OT. Successful completion of Fieldwork II 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 MSOT/OTD Program Director(s).
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## Puget Sound MSOT/OTD Course Descriptions

			<a href="#"><u>OT 783</u></a> <a href="#"><u>Doctoral</u></a> <a href="#"><u>Capstone Design I</u></a> <i>(OTD only)</i>	Credit/in progress option	<p>This hybrid course is comprised 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. <i>Prerequisite: OT737</i></p>
<b>Year 3 - Fall</b>					
<a href="#"><u>OT 671</u></a> <a href="#"><u>Level II FW</u></a> <i>(Sept – Dec)</i>	Credit, in progress option	<p>The Fieldwork II experience consists of two 12-week, full time placements and is an essential part of the educational program. It is completed in 2 different practice settings as students work toward developing the entry level skills of a generalist OT. Successful completion of Fieldwork II 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 MSOT/OTD Program Director(s).</p>	<a href="#"><u>OT 771</u></a> <a href="#"><u>Level II FW</u></a> <i>(Sept – Dec)</i>	Credit, in progress option	<p>The Fieldwork II experience consists of two 12-week, full time placements and is an essential part of the educational program. It is completed in 2 different practice settings as students work toward developing the entry level skills of a generalist OT. Successful completion of Fieldwork II 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 MSOT/OTD Program Director(s).</p>
			<a href="#"><u>OT 784</u></a> <a href="#"><u>Doctoral</u></a> <a href="#"><u>Capstone Design II</u></a> <i>(OTD only)</i>	Credit/in progress option	<p>Students participate in this course through an e-classroom format concurrent with Fieldwork II. 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. <i>Prerequisite: OT783</i></p>

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### Year 3 - Spring

			<p><u><b>OT 785</b></u>  <u><i>Doctoral</i></u>  <u><i>Capstone</i></u>  <u><i>Experience and</i></u>  <u><i>Seminar</i></u>  <i>(OTD only)</i></p>	<p>Credit, in progress option</p>	<p>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. <i>Prerequisite: OT770, OT771, OT783, OT784</i></p>
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MSOT\_OTD Course Content Table

\* Fieldwork requires a fee. \*\* Doctoral capstone requires a fee.