Bachelor’s to OTD Core Courses

OCCUPATIONAL THERAPY 603, Research Methods & Mentorship (4 credits)

This course will address the interrelationships between theory, research and practice. Emphasis will be placed on the acquisition of methods for extending the scientific base of knowledge for advanced occupational therapy practice and for incorporating the use of evidence based practice into practice. Research designs and related analytic techniques for appraising research evidence will be examined in terms of their appropriateness for advancing knowledge of occupation and for addressing various research problems in occupational therapy. Learning methods include class activities, readings, critique of published studies, literature search and data analysis.

(Offered each semester)

OCCUPATIONAL THERAPY 680, Leading Edge Occupational Therapy Practice, (3 credits)

Students conduct in-depth analysis and presentation of their clinical practice and clinical reasoning processes, use of theory and occupation in achieving therapeutic outcomes. Through participation in various learning activities, students demonstrate evidence of practice reflection and analysis, demonstrate knowledge of evidence that supports OT practice (e.g. – scientific evidence, guidelines, standards of practice, clinical experience, etc). Students demonstrate how their analyses of occupational therapy theory (ies) are used to frame practice (e.g. - select assessments, interventions, and determine client outcomes). Students demonstrate knowledge and use of the occupational therapy practice framework, 2nd Ed. in all reflections, analyses, and presentations. Students review current contributions of occupation science to the understanding of human occupation and its relevance to their occupational therapy practice. Finally, students conduct an organizational (environmental) analysis of the work environment in supports (or creation of barriers) to the use of occupation-based interventions. Through various learning activities, students develop and communicate mechanisms to infuse a life long learning model to professional practice. (Offered Fall, Spring, Summer 1 semesters).

OCCUPATIONAL THERAPY 681, Advanced Practicum in Occupational Therapy (6 credits)

A total of 6 credits are waived for documented clinical practice experience since graduation. Waiver is contingent on completion of appropriate clinical practice forms. Students create a professional review that is as much a process as it is a product. It serves not only as a record of past work history, professional accomplishments, and professional and leadership activities but also as documentation of the activities identified to meet current and future professional development needs. (Offered Fall, Spring, Summer 1 semesters).
Masters-Level OTD Core Courses

**OCCUPATIONAL THERAPY 798, Occupational Therapy Doctorate (OTD) Seminar** (1 credit)
This seminar series is designed to facilitate doctoral students’ entrée into and continued progression through Jefferson’s OTD program. Students take this course each semester except while enrolled in the Fellowship and Capstone courses. The first semester focuses on current trends in the profession and development of a plan for individual professional development in preparation for the diverse roles that are expected from an advanced-level practitioner. In subsequent semesters, the OTD student collaborates with course facilitators to design and implement individual and group learning activities that will assist in developing the final Fellowship and capstone project. *(Offered every semester)*

**OCCUPATIONAL THERAPY 778, Advanced Evidence-Based Practice** (3 credits)
This doctoral course builds on basic concepts of Evidence-Based Practice. Students generate clinical questions derived from current practice arenas and conduct in-depth literature reviews, critical analysis, and synthesis of the best current evidence. Students present findings to various clinical, professional, and service audiences. Finally, students develop and implement action plans to integrate evidence into their current practice setting. This course supports an interactive learning environment that encourages critical thinking and scholarly debate amongst Jefferson’s occupational therapy doctoral students, faculty and selected rehabilitation professionals. This course fosters the development of advanced practice skills necessary to the post professional occupational therapy doctorate candidate. *(Offered in Fall)*

**OCCUPATIONAL THERAPY 782, Leadership: Moving Beyond Traditional Roles** (3 credits)
Graduates of the doctoral program in occupational therapy must possess sophisticated advanced skills in management, leadership, education and scholarship in order to create, expand, evaluate and oversee innovative practice opportunities. To accomplish this goal, students must understand and synthesize information from diverse fields including leadership theory, health policy, sociopolitical systems, health and disability, and health policy. To develop these skills students are exposed to various leadership theories as a basis for developing their own leadership style. They are required to synthesize knowledge from current health, political and social trends to forecast needs and opportunities for the future. Students must analyze how these trends and policies affect health policy and their impact on both health care professionals and individual’s with disabilities. Funding opportunities to support new and innovative practices are explored. *(Offered in Spring)*

**OCCUPATIONAL THERAPY 727, Visionary Practice Development and Evaluation** (3 credits)
This course addresses the role of the practicing occupational therapist as a program developer and evaluator. Students will develop advanced knowledge and skill in implementing the processes of program design and evaluation, including the ability to design and implement an effective social assessment to examine an unmet need within an already existing or new program, and analyze the findings. Students also develop an occupational therapy program based upon the social assessment, epidemiological and environmental analysis that incorporates occupational therapy tenets, and reflects best current evidence. They also demonstrate knowledge and skill in writing a grant or a business plan for the proposed program. *(Offered in Spring)*
OTHER REQUIRED OTD COURSES

OCCUPATIONAL THERAPY 800, Doctorate Fellowship (3-6 credits)
The clinical fellowship is an individualized, intensive immersion into an area(s) of occupational therapy (practice, policy, program development/evaluation, teaching/instruction) practice that the student is interested in advancing their clinical proficiency, utilizing current research evidence, and demonstrating leadership and entrepreneurial skills. Students design and implement a doctoral level project tailored to their needs and interest areas, including program design and evaluation, creation of new practice models, and/or clinical research. Students further synthesize outcomes of the substantive project implemented through the Fellowship and disseminate findings through publication in an occupational therapy journal and/or national presentation. (offered every semester)

ELECTIVES IN THE OTD PROGRAM

Please note that new electives are continually being developed. If you have an interest in a particular topic area for a course, please contact the Program Director.

OCCUPATIONAL THERAPY 797, Seminar in Advanced Practice: Disability Studies (3 credits)
This course will focus on the fundamental assumptions of Disability Studies and explore the historical, political, economical and cultural dimensions that have contributed to the creation of disability. Throughout this course, disability will be studied as a social phenomenon. Through readings, reflection on art, poetry, music and film and class discussions, students will develop an understanding of disability studies; articulate the differences between disability studies and other fields of disability education; understand the social, political and economical benefits and consequences of classifications and taxonomies of disabilities; trace the history of disabilities in the United States and make reference to the social, cultural and political influences on the meaning of disability through time; discuss the disability rights movement as a civil rights and self determination advocacy movement and; analyze a piece of literature from a perspective and understanding of disability as a social construct. (offered Summer I)

OCCUPATIONAL THERAPY 797, Seminar in Advanced Practice: Wellness through the Lifespan (3 credits)
After building a foundation of perspectives on health promotion and wellness, students in this seminar will design and evaluate evidence-based and occupation-centered health promotion and wellness interventions in their areas of practice experience and interest. This will be accomplished through reading and online discussion of the text and examples from both popular and scholarly literature; investigation, discussion and evaluation of health promotion and/or wellness needs in one’s area of practice experience and/or interest; and development and critique of a proposed program based on the above. (offered Summer II/PreFall)
OCCUPATIONAL THERAPY 797, Seminar in Advanced Practice: Cultural Competence and Humility (3 credits)
This interdisciplinary seminar provides an in-depth understanding of what it means to be a culturally competent health practitioner. Through didactic presentations, class discussion and interactive learning students will have the opportunity to develop awareness and reflect on their own cultural landscape; examine critical background information related to diversity, explore local and national programs that are tailored to the needs of diverse populations, and create a personal action plan that promotes diversity, cultural awareness and competence in their professional development and organizational settings where they work.
NOTE: this course includes 4 on-campus sessions. Students at a distance (>50 mi) have the option to attend the on-campus sessions virtually, without coming to campus. (offered in Fall)

OCCUPATIONAL THERAPY 799
Seminar in Clinical Research (1-4 variable credit)
This doctoral-level seminar is designed for practicing clinician who wish to update and advance their present level of knowledge in clinical research. The course fosters students’ ability to understand and apply quantitative and qualitative strategies for analysis appropriate to specific research interests. Topics include review of common research designs, including outcome studies, surveys, and descriptive research including case studies. Students also review and critique research articles related to their area of interest in clinical practice and practice using qualitative and quantitative analysis techniques on sample data from instructor or their own data source. (offered every semester)

CREDIT FOR EXPERIENCE COURSES (electives) – offered every semester
Each course provides an opportunity for students who have been accepted into the Occupational Therapy Doctoral Program (OTD) to gain graduate credit for advanced level clinical and educational experiences and activities. The skills and knowledge the student has acquired through clinical expertise, leadership activities and innovative program development will be described and a plan for outcomes assessment or program evaluation presented by the student. The submission will be reviewed and evaluated by the faculty and, if the submission meets the stated criteria, graduate credit will be awarded. Credit may be awarded in three areas:

OCCUPATIONAL THERAPY 689 Innovations in Occupational Therapy Practice (3)
Students submit evidence of original and/or advanced professional knowledge and skill in a content area. These might include program development or an educational program.

OCCUPATIONAL THERAPY 690 Advanced Occupational Therapy Skills (3)
Students submit evidence of advanced occupational therapy clinical skills and expertise, including mastery of a clinical technique or framework.

OCCUPATIONAL THERAPY 691 Professional Leadership (3) Students submit evidence of outstanding occupational therapy leadership activities.
### SPECIALTY ELECTIVE COURSES (certificate-based)

**AUTISM**  
(students who take all 4 autism courses earn a *Certificate in Autism*)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course 1: OT 761: Autism – The State of the Field.</strong> (3 credits)</td>
<td>Pre-Fall/Summer 2</td>
</tr>
<tr>
<td>This course will provide a survey of autism spectrum disorders (ASD) from behavior to brain mechanisms based in current research and expert opinion. Students will explore evidence from research and practice to obtain current medical, educational, therapeutic and behavioral treatments available for individuals with ASD. Includes opportunities to learn from the experts via virtual attendance at the National Autism Conference.</td>
<td></td>
</tr>
<tr>
<td><strong>Course 2: OT 762: Assessment Strategies for Individuals with Autism.</strong> (2 credits)</td>
<td>Fall</td>
</tr>
<tr>
<td>An introduction to the common assessment used to characterize and diagnose autism including the ADOS, ADI-R, Vineland Adaptive Behavior Scales, Social Responsivity Scale, and Social Communication Questionnaire. Assessment typically used by occupational therapists to assess strengths and needs of individuals with autism will also be included.</td>
<td></td>
</tr>
<tr>
<td><strong>Course 3: OT 763: Lifespan Intervention for Autism across Practice Contexts.</strong> (3 credits)</td>
<td>Spring</td>
</tr>
<tr>
<td>This course provides students with knowledge and skills necessary to plan and implement interventions to increase the participation of clients with autism in education, work and leisure/recreation occupations in home and community settings. Students learn to design interventions based on the integration of published research and other data, with an emphasis on occupational therapy approaches and client/therapist perspectives. Synchronous and asynchronous discussions are used to facilitate learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Course 4: OT 764: Autism: Treating the Whole Person in Context.</strong> (2 credits)</td>
<td>Summer 1</td>
</tr>
<tr>
<td>This course focuses on the implementation of assessment and intervention strategies to a self-chosen case of an individual with autism. Students will plan, implement and work through a case report using the systematic format outlined by McEwen (2001). Each case report will include a description of population, the issues associated with this disability (e.g. difficulty participating in family or community activities due to lack of behavioral control); the disability associated with this population (e.g. poor sensory processing, poor behavioral control, etc.), the assessment(s) used, the treatment plan, the outcome measures and the outcomes and their effects on occupational performance and participation in life activities. Students present their case report to the class early in the process for feedback.</td>
<td></td>
</tr>
</tbody>
</table>
and input and then write a scholarly report to disseminate their findings. Students are required to submit case report for publication or present it in a scholarly venue.

## FOUNDATIONS OF TEACHING IN OCCUPATIONAL THERAPY EDUCATION

(Students who take all 3 teaching courses plus OT782, Leadership, earn a certificate in Foundations of Teaching in Occupational Therapy)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OT797, Bridging the Gap between Classroom and Clinical Practice:</strong></td>
<td>Pre-Fall/Summer 2</td>
</tr>
<tr>
<td>(3 credits)</td>
<td></td>
</tr>
<tr>
<td>This course provides occupational therapists with an in-depth review of strategies and best practices designed to prepare entry-level occupational therapy students to enter clinical practice and integrate occupational therapy theory and research into practice. Utilizing a collaborative model, students in this course will learn methods that encourage and capitalize upon the mutual flow of ideas between educator and clinician and have the potential to move practice forward. A primary focus of the course is to identify the key strategies of educator/clinician collaboration and negotiation to enhance the use of evidence in daily clinical practice.</td>
<td></td>
</tr>
<tr>
<td><strong>OT797, College Teaching in the Digital Age:</strong></td>
<td>Fall</td>
</tr>
<tr>
<td>(3 credits)</td>
<td></td>
</tr>
<tr>
<td>This seminar provides a review of the history, theory, and trends in higher education that will equip learners with the foundational knowledge necessary for teaching roles in academic settings. Students examine the theoretical basis and practical application of specific teaching strategies that can be applied in online, classroom, and clinical settings. The course includes discussion of learner and teacher roles by examining various topic areas related to learner issues/needs, motivation and diversity. Teaching/learning strategies are grounded in the evidence set forth by the disciplines of higher education, occupational therapy and other reputable resources. Principles of course development and delivery of instruction include instruction provided via both traditional strategies and newer technologies for online education such as blogs, wikis, web conferencing, and virtual environments. While the course focuses primarily on academic teaching, the learning theory and application to different kinds of media apply also to patient/client education.</td>
<td></td>
</tr>
<tr>
<td><strong>The Evidence Base of Teaching: Advanced Curriculum Development:</strong></td>
<td>Fall</td>
</tr>
<tr>
<td>(3 credits)</td>
<td></td>
</tr>
<tr>
<td>The final course in the series focused on teaching in OT curricula provides a comprehensive introduction to course development, implementation, and evaluation within the context of applicable standards, learning theory, and college/university mission. Students</td>
<td></td>
</tr>
</tbody>
</table>
learn to integrate educational theory, research, and practice to implement course objectives using a full range of delivery strategies including traditional formats as lecture and laboratory in addition to newer formats including simulations, online discussion with asynchronous and synchronous formats, and wikis, blogs, and podcasts.

**INNOVATIVE PRACTICE WITH OLDER ADULTS* schedule of classes not finalized**
(students who take all 4 Older Adult courses earn a certificate in *Innovative Practice with Older Adults*)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 553 (3 credits)</td>
<td>Fall</td>
</tr>
<tr>
<td><em>The Aging Process and Related Changes in Older Adults: Implications for Health Care and its Delivery</em></td>
<td></td>
</tr>
<tr>
<td>This course provides a comprehensive introduction to the biopsychosocial aspects of aging through a contemporary lens. Many factors, other than chronological age including birth cohort, contemporary social conditions, culture, and physical health account for the differences in the way people age. The course includes a review of normal age-related changes that affect mobility, functioning, and sensory integrative function and cognition. Students critically discuss the most prevalent and useful theories of aging with regard to health care delivery and their implications for occupational performance of older adults. Other course topics include examination of activities that are important to older adults in their life cycle, how interruptions in performance affect their health and well-being, health disparity, and review of special topics in aging research.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| OT 554 (3 credits)                          | TBA      |
| <em>Innovative Assessment and Intervention Strategies with Older Adult</em> |          |
| This course examines occupational therapy practice across the continuum of occupational performance during later adulthood. Students study concepts needed to meet the special developmental, health, and occupational needs of older adults in occupational therapy practice. Emphasis placed on use of complex clinical reasoning strategies and knowledge of therapeutic procedures for treating a range of occupational problems experienced by older adults related to acute and chronic conditions, disablement and terminal illness, as well as development of services to maximize the autonomy, function, self-efficacy, and well-being of aging adults at home and in the community. Current and emerging areas of practice that address the specific needs of the older client, family/caregivers and the elder community are explored within the context of client-centered, evidence-based and outcome-driven geriatric occupational therapy. |          |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 797</td>
<td>Seminar in Advanced Practice</td>
<td>2 credits</td>
<td>This seminar critically examines issues related to dementia care and family caregiving including nonpharmacologic intervention approaches, theoretical frameworks, such as the Allen Cognitive Model, the Person-Environment-Occupation Model and the Transtheoretical Model, and their application in different clinical settings. The effects of dementia on total family functioning are examined and specific clinical concerns addressed including falls, loss of functional abilities, weight loss, depression, and behavioral challenges such as aggression, agitation, and resistance to care in various care settings.</td>
</tr>
<tr>
<td>OT 797</td>
<td>Seminar in Advanced Practice</td>
<td>2 credits</td>
<td>This course helps students integrate new knowledge to improve the care of older clients through the application of specific assessment and intervention strategies. The impact of aging on behavior and function, especially activities of daily living, vocational activities, and recreational activities is addressed through a case study format. Each student chooses a specific patient case and following a specific, guided format, prepares a case report as outlined by McEwen (2001). The case report includes video clips of the assessment and the intervention, and is used as a basis for online class discussion. Emphasis placed on the use of evidence based, complex clinical reasoning strategies and knowledge therapeutic procedures for treating a range of challenges experienced by older adults in their living environments.</td>
</tr>
<tr>
<td>NEUROREHABILITATION</td>
<td>Presently offered in Blended On-Campus/Online format</td>
<td>(students who take all 4 Neurorehabilitation courses earn a certificate in Neurehabilitation)</td>
<td>Course 1: OT 778 Advanced Evidence Based Practice, 3 credits</td>
</tr>
<tr>
<td>Course 1: OT 778 Advanced Evidence Based Practice</td>
<td>3 credits</td>
<td>In this doctoral course, students generate clinical questions derived from current practice arena and conduct in-depth literature reviews, critical analysis, and synthesis of the best current evidence to facilitate and promote evidence based practice. In support of this task, students: critically reflect upon their own leadership characteristics and practice arenas as a basis for developing a plan to develop leadership skills; conduct an evaluation of their work environment’s readiness for EBP; conduct an educational session to convey the need for change and foster efforts towards change; develop and implement plans to integrate evidence into current practice; and use evidence to evaluate their progress. This course supports an interactive learning environment that encourages critical thinking and scholarly debate among Jefferson’s occupational therapy doctoral students, faculty and selected rehabilitation professionals.</td>
<td></td>
</tr>
<tr>
<td>Course 2 OT 751 Foundations of Neuro-rehabilitation. (2 credits)</td>
<td>TBA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course introduces the student to the specialized field of neurorehabilitation. A review of neuroanatomy and neuropathology will re-introduce the students to the structure and function of the brain and spinal cord. Students will participate in active learning experiences, including participation in neuroscience brain laboratory activities; computer based learning activities, and case study analyses, to integrate knowledge of neuroscience as a foundation for neuro-rehabilitation. Key concepts of neuroplasticity are emphasized and evidence-based interventions are presented. <strong>This course serves as a prerequisite course for 753, 754 for students taking the Neuro-Rehabilitation Certificate.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course 3: OT 753 Neurorehabilitation I. (3 credits)</th>
<th>TBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course emphasizes the theoretical knowledge that guides neurorehabilitation. The overview will include clinical presentation, examination techniques and clinical interventions used with neural-based injury/disease processes. Contemporary, evidence-based principles of neurorehabilitation intervention are presented, including motor learning theory, errorless learning, constrained induced therapy, cognitive-based interventions, followed by the integration and application of these principles to practice. Specific disability areas are presented, including cognitive, perceptual, visual and motor disability associated with each disease process. After review, specific intervention strategies are discussed. Intervention discussions include the neuropathological changes associated with the disability and the proposed mechanisms for rehabilitation/recovery.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course 4: OT 754 Neurorehabilitation II. (2 credits)</th>
<th>TBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course focuses on the implementation of assessment and intervention strategies to a self-chosen case. Students will plan, implement and work through a case report using a systematic format (McEwen, 2001). Each case report will include a description of person and their presenting issues, the assessment(s) used, the treatment plan, the outcome measures and the outcomes and their effects on function. Students present their case report to the class early in the process for feedback and input and then write a scholarly report to disseminate their findings. Students are required to submit case report for publication or present it in a scholarly venue.</td>
<td></td>
</tr>
</tbody>
</table>