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## COURSE DESCRIPTIONS

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### CORE Post-Professional OTD COURSES

#### Bachelor's Degree to PP-OTD Core Courses

OCCUPATIONAL THERAPY 603, Research Methods & Mentorship (4 credits for BS=>OTD); also recommended as an elective from Master's degree to PP-OTD students with a Master's degree in fields other than occupational therapy or for those who wish to extend their knowledge of research design (3 credits)

This course provides a comprehensive exploration of current issues in research and evidence based practice in occupational therapy. The course begins with the student's exploration of professional development in the area of research and scholarship, then proceeds to review philosophic traditions, research design and methodology, and strategies for data analysis that will provide a solid framework for understanding the appraisal and implementation process in advanced evidence based practice. The remainder of the course builds upon this framework and provides a structure from which to build knowledge and skills in survey development, program evaluation, and development of objectives and outcomes for the final doctoral project. (Offered in Fall and Spring semesters).

OCCUPATIONAL THERAPY 680, Leading Edge Occupational Therapy Practice, (3 credits, may also be taken as an elective for students who begin the program at a Masters level)

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, and Summer semesters depending on student need and faculty availability).

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

A total of 6 credits are awarded for documented clinical practice experience since graduation. Credit is contingent on completion of appropriate clinical practice forms (See AOTA Professional Development Plan, <http://www1.aota.org/pdt/index.asp>) and requires that students register for the Advanced Occupational Therapy Practicum course. Students also must be members of AOTA. 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 all semesters.

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## Master's Degree to PP-OTD Core Courses

### OCCUPATIONAL THERAPY 798, Occupational Therapy Doctorate (OTD) Seminar (1 credit)

This seminar series, consisting of Seminar A, B, and C is designed to facilitate doctoral students' entrée into and continued progression through Jefferson's PP-OTD program.

Seminar A is taken at the beginning of the program. Seminar A provides an introduction to the post professional clinical doctorate (PP-OTD), including entrepreneurship, and AOTA Vision 2015.

Seminar B is taken later in the program, after the student has focused on a final project and has identified a Faculty Mentor. Pre-requisites are OT 778: Advanced EBP and OT 782: Leadership. Completion of OT 727: Visionary Practice is highly recommended. In Seminar B, students write a conceptual foundations paper that details the basis of the Doctoral project.

Seminar C is taken after successful completion of Seminar B. Seminar C is the doctorate seminar in which students write the Fellowship Proposal and fully develop the plan for the final doctoral project. All doctorate seminars are offered Fall, Spring, & Summer (register for Summer 1, extends into August). Please see additional details about course requirements for these courses on p. 13.

### OCCUPATIONAL THERAPY 778, Advanced Evidence-Based Practice (3 credits)

This doctoral course builds on basic concepts of Evidence-Based Practice. Students examine evidence-based practice from a conceptual, empirical, practical and personal perspective. In doing so, students develop skills and confidences that are needed to conduct literature searches, appraise research literature and clinical practice guidelines and, translate evidence into practice by integrating "best" evidence, client values and priorities, their own clinical experiences and environmental considerations. Students examine outcome instruments from a psychometric perspective and consider the ethical and practical elements associated with use of outcomes instruments. Among other outcomes, students articulate a clinical bottom line for a clinical question, prepare a professional scientific poster, and submit a critically appraised paper to the AOTA Evidence Exchange. 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. Offered in Fall and Spring. Pre-requisites are OT778 Advanced Evidence Based Practice and OT782, Leadership.

## REQUIRED FELLOWSHIP AND CAPSTONE COURSES

These courses are taken at the end of the student's progression through the PP-OTD program.

### 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 (offered every semester).

### OCCUPATIONAL THERAPY 801, Doctorate Capstone (3 credits)

Students further synthesize outcomes of the substantive project implemented through the Fellowship and disseminate findings through an occupational therapy publication and/or national presentation (offered every semester).

## ELECTIVE COURSES

OCCUPATIONAL THERAPY 799, Seminar in Clinical Research (1-4 variable credit, permission of instructor required). **Can be taken more than once.**  
**Highly recommended elective for final project development.**

OT799 is a mentored independent study in which students develop their own objectives 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 or project interests.

Matriculated PP-OTD students typically take the course for one the following reasons:

- to develop content or conduct specific tasks needed to build your final doctoral project (e.g., develop content for an educational program, conduct a survey) - 1-3 credits (PP-OTD Faculty serving as Jefferson Faculty Advisors or Mentors for students in the latter stages of their projects)
- to provide an extension on work conducted in Doctorate Seminar B or Doctorate Seminar C with the Jefferson Faculty Mentor and/or Content Expert(s) – 1 credit (PP-OTD Faculty)
- to systematically explore preliminary ideas for your final doctoral project (1-3 credits) (Faculty)

Topics include review of common research or project designs, including outcome studies, surveys, and descriptive research including case studies. Students also review and critique program development, research, and theoretical articles related to their area of interest in clinical practice. They may also practice using qualitative and quantitative analysis techniques on sample data from instructor or their own data source (offered every semester).

### OCCUPATIONAL THERAPY 797, Seminar in Advanced Practice: Cultural Competence and Humility/POPULATION HEALTH 515 (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.

**Offered in Spring**

OCCUPATIONAL THERAPY 797, Seminar in Advanced Practice: Health Literacy (3 credits)

Health and human service professionals often work with clients and populations with low health literacy while unaware of the severe consequences this has on practice and health outcomes. Thus, health and human service professionals must take action to empower clients to make positive health decisions. This course will provide a comprehensive review of health literacy, strategies for effective health communication, methods of empowering clients to navigate challenges in accessing health care resources, applications of health literacy in the community; use of virtual worlds in promoting health literacy; and review of instruments to evaluate consumer and health professional's knowledge of health literacy. Course participants will evaluate their environments for consistency with health literacy principles and develop new strategies to promote health literacy (offered in Summer 2).

**REFLECTION AND SYNTHESIS OF EXPERIENCE COURSES (electives) – offered every semester**

Each course provides an opportunity for students who have been accepted into the Post Professional Occupational Therapy Doctoral Program (PP-OTD) to gain graduate credit for advanced level clinical and educational experiences and activities conducted within the past five years prior to taking the course. 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 credits)

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 credits)

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 credits)

Students submit evidence of outstanding occupational therapy leadership activities.

**SPECIALTY ELECTIVE COURSES (specialty electives are the same as Certificate courses)**

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

COURSE	SEMESTER
<p><b><u>Course 1: OT 761: Autism – The State of the Field.</u></b> (3 credits)</p> <p>This course provides students an overview of ASD, including the diagnostic criteria in the DSM-5, common diagnostic assessment tools, and the related signs and symptoms of ASD. Students will develop an understanding of the main concerns facing individuals, as well as families, who live with ASD. Resources and supports for individuals and families will also be reviewed. Students will also become familiar with the common interventions for ASD, as well as ways in which to critically evaluate these medical, educational, therapeutic, and behavioral interventions. Students will also gain an overview of the Data Driven Decision Making (DDDM) process and begin to appreciate the unique role of occupational therapy in working with parents, children and adolescents with ASD, highlighted by implementation of the first step of the DDDM process.</p>	Fall
<p><b><u>Course 2: OT 762: Assessment Strategies for Individuals with Autism</u></b> (3 credits)</p> <p>This course introduces the common assessments used to characterize and diagnose autism including the Autism Diagnostic Observation Schedule (ADOS) and the Autism Diagnostic Interview - Revised (ADI-R). The Data Driven Decision Making Process (Schaaf, 2014; Schaaf and Mailloux, 2015) is used to illustrate the use of assessment data to guide occupational therapy practice. Specifically, identification of participation challenges and strengths is considered alongside assessments typically used by occupational therapists for individuals with ASD. Developing testable hypotheses as a step toward focused intervention is also presented and utilized in the course, within the initiation of an in-depth case report.</p>	Fall
<p><b><u>Course 3: OT 763: Lifespan Intervention for Autism across Practice Contexts</u></b> (3 credits)</p> <p>This course provides students with the knowledge and skills necessary to plan and implement interventions to increase the participation of clients with autism in education, work and leisure/recreation occupations within home, school and community-based settings. This course provides a continuation of the systematic assessment process and emphasizes selection of interventions based on evidence, published research and other data and client and therapist perspectives. With further application of the Data Driven Decision Making process, students design interventions and consider their application into practice.</p>	Spring
<p><b><u>Course 4: OT 764: Autism: Treating the Whole Person in Context</u></b> (3 credits)</p> <p>This course focuses on the implementation of evidence-based assessment and intervention strategies following a comprehensive assessment and data analysis in Course 3 of a self-chosen case of an individual with autism. Students will plan, implement and develop a case report, using the systematic format outlined by McEwen (2009) and Schaaf, 2015. Students will write a scholarly report, appropriate for dissemination in a professional publication.</p>	Spring

**TEACHING IN THE DIGITAL AGE** (students who take all 3 teaching courses plus OT782, Leadership, earn a certificate in *Teaching in the Digital Age*)

COURSE	SEMESTER
<p><b><u>OT797, Bridging the Gap between Classroom and Clinical Practice</u></b> (3 credits)</p> <p>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.</p>	<p>Summer 1</p>
<p><b><u>OT797, College Teaching in the Digital Age</u></b> (3 credits)</p> <p>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.</p>	<p>Fall</p>
<p><b><u>OT797, Advanced Curriculum Development</u></b> (3 credits)</p> <p>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 learn to integrate educational theory, research, and practice to implement course objectives using a full range of delivery strategies. The course culminates in a curriculum development project tailored to the student's professional context as an occupational therapy educator.</p> <p><b>Students are required to take all previous courses in the Certificate as prerequisites for this course.</b></p>	<p>Fall</p>

**NEUROSCIENCE** (students who take all 4 Neuroscience courses earn a certificate in *Neuroscience*)

<b>COURSE</b>	<b>SEMESTER</b>
<p><b>Course 1: OT 778 Advanced Evidence Based Practice</b> (3 credits)</p> <p>In this doctoral course, students examine evidence-based practice from a conceptual, empirical, practical and personal perspective. In doing so, students develop skills and confidences that are needed to conduct literature searches, appraise research literature and clinical practice guidelines and, translate evidence into practice by integrating “best” evidence, client values and priorities, their own clinical experiences and environmental considerations. Students examine outcome instruments from a psychometric perspective and consider the ethical and practical elements associated with use of outcomes instruments. Among other outcomes, students articulate a clinical bottom line for a clinical question, prepare a professional scientific poster, and submit a critically appraised paper to the AOTA Evidence Exchange. 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.</p>	Fall
<p><b>Course 2: OT 751 Foundations of Neuroscience</b> (3 credits)</p> <p>This course introduces the student to the specialized field of neuroscience. A review of the structure and function of the nervous system will provide the foundation for system neuroscience. Students will cover sensory and motor systems as well as neuroplasticity and higher-level cognitive functions. Students will participate in active learning experiences to integrate knowledge of neuroscience as a foundation for practice.</p>	Spring
<p><b>Course 3: OT 753 Contemporary Concepts in Neuroscience I</b> (3 credits)</p> <p>This course emphasizes neuroscience- based assessment and intervention strategies that guide rehabilitation practice. Contemporary, evidence-based strategies are presented followed by the integration and application of these principles to practice. Intervention discussions include the proposed mechanisms for rehabilitation/recovery with discussion of application to practice. Development of interventions that can be replicated and use of assessment data to guide interventions choices are discussed</p>	Spring
<p><b>Course 4: OT754 Contemporary Topics in Neuroscience II</b> (3 credits)</p> <p>This course focuses on the implementation of evidence-based assessment and intervention strategies with a self-chosen case of an individual whose challenges may be related to a neuro-based difficulty. Students will plan, implement and develop a case report, following Data Driven Decision Making and following the CARE guidelines.</p>	Summer