

# OCCUPATIONAL THERAPY

Chair: John R. Patro Jr., OTD, OTR/L

## Mission Statement of the Occupational Therapy Program

The Occupational Therapy Program seeks to develop occupational therapists as transformational leaders, scholars, and advocates, through innovative teaching, immersive experiential learning and dynamic interprofessional community partnerships prepared to meet the needs of diverse people, populations, and communities.

## Philosophy of the Occupational Therapy Program

Occupations, as defined by the American Occupational Therapy Association (AOTA) (2017), are "activities that bring meaning to the daily lives of individuals, families, communities, and populations and enable them to participate in society." Human beings have the innate need and right to engage in occupations across the lifespan. Development, health, and well-being are directly influenced by the ability to participate in meaningful occupations. Therefore, the OTD Program at Monmouth University places occupation at the heart of the curriculum design.

The OTD Program at Monmouth University focuses on five core values, with occupation nestled at the heart. These values include: scholarship and service, interprofessional practice and wellness, communication and dissemination of knowledge, leadership and advocacy, and creativity and innovation. As a graduate program, the curriculum is designed for the adult learner, viewed through the lens of andragogy with an emphasis on self-directed learning. Students in the program are viewed as occupational beings who are participating in transformative learning in a dynamic transaction within the learning context and the teaching-learning process. The OTD program at Monmouth believes that learning is a transformative process. Therefore, the program is designed to provoke critical reflection and discourse to invoke change (Mezirow, 2000). The OTD program at Monmouth will transform learners into entry-level clinicians who have mastered the aptitude for using occupations in client-centered treatment to foster health and well-being.

## Curricular Themes

The curriculum design of the OTD program at Monmouth University places occupation at the core of the curriculum, as it is the heart of the profession of occupational therapy. This coincides with the philosophical base of occupational therapy (AOTA, 2017). The curriculum is designed with five main themes that are woven throughout the delivery of the program. These themes are covered in various courses throughout the program and are essential to developing well-rounded entry-level occupational therapists who are prepared to meet the demands of an evolving practice environment. These themes are:

1. Scholarship and Service
2. Interprofessional Practice and Wellness
3. Communication and Dissemination of Knowledge
4. Leadership and Advocacy
5. Creativity and Innovation

## References

American Occupational Therapy Association. [AOTA] (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 71(Suppl. 2), 7112410045.

Mezirow, J. (2000). Learning to think like an adult: Core concepts of transformation theory. In J. Mezirow, et. al. (Hg.) *Learning as*

*transformation. Critical perspectives on a theory in progress* (pp. 3-33). Jossey-Bass.

## Accreditation

For details regarding program accreditation please click the following link (<http://catalog.monmouth.edu/graduate-catalog/university/accreditation/>)

## Programs Doctorate:

- Occupational Therapy Doctorate (<http://catalog.monmouth.edu/graduate-catalog/marjorie-k-unterberg-nursing-health-studies/occupational-therapy-doctorate/>)

## Faculty

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**John Patro**, Associate Professor and Chair (Graduate Faculty). B.S.; M.S., University of Scranton; OTD, Chatham University. Certified Physical Agent Modalities; CarFit training. Scholarship of teaching and learning, cultural competency and international practice, interprofessional education, leadership, adult/older adult practice.  
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## Courses

### OTD-501 Occupation and Adaptation Across the Lifespan Credits: 3

Co-requisite(s): OTD-501L

Term Offered: Summer Term

Course Type(s): HE.EL

This first semester lecture and lab course provides the students with an understanding of the historical foundation of the profession of occupational therapy, focusing on philosophical assumptions, and core concepts of the profession. This course is designed to introduce students to the Occupational Therapy process and introduces The Occupational Therapy Practice Framework: Domain & Process (OTPF) 3rd edition (AOTA, 2014), an official document for the profession. Through interactive teaching, peer instruction and participatory activities, students investigate the complexities of occupation as the foundation of the practice of occupational therapy. The course provides the students with an opportunity for interactive, dynamic, hands on activities to develop an understanding of occupation, activity analysis, evaluation of ADLs/IADL and professional documentation.

### OTD-501L Occupation and Adaptation Across the Lifespan Lab Credits: None

Co-requisite(s): OTD-501

Term Offered: Summer Term

Course Type(s): None

Lab for OTD 501. This is a pass/fail course.

### OTD-502 The Neuroscience of Occupational Performance Credits: 3

Co-requisite(s): OTD-501, OTD-501L, and OTD-502L

Term Offered: Summer Term

Course Type(s): HE.EL

The anatomy and physiology of the human nervous system are introduced with emphasis on understanding the neural basis of sensory processing, movement, emotion, and behavior, as well as the functional consequences of different types of lesions or dysfunction. Topics include neuroanatomy, development of the nervous system, function of central, peripheral, limbic, and autonomic nervous systems, motor control, sensation (vision, hearing, vestibular, somatosensation) and cognition and how lesions within these areas can interfere with occupational performance. Typical neurological pathologies and injuries will be discussed in regards to their relation to affected neurological structures and how they manifest into performance deficits of clients. Laboratory sessions are focused on exploring anatomical structures of the human brain and introducing neurological assessments used in occupational therapy practice.

### OTD-502L The Neuroscience of Occupational Performance Laboratory Credits: None

Co-requisite(s): OTD-502

Term Offered: Summer Term

Course Type(s): None

Lab for OTD-502. This is a pass/fail course.

### OTD-503 Professional Seminar Credits: 1

Term Offered: Summer Term

Course Type(s): HE.EL, OLS

This course is an introduction to fieldwork for the students in the OT program. Students will be introduced to this topic through the study of professional behaviors and review of skills necessary to be successful in both Level I experiences and Level II fieldworks.

### OTD-504 Research for Evidence-Based Practice Credits: 2

Prerequisite(s): OTD-501, OTD-502, and OTD-503

Term Offered: Fall Term

Course Type(s): None

In this course students will engage in a process to deconstruct published research from many health sciences disciplines to identify the most appropriate evidence-based practice in Occupational Therapy settings. Instructional and assessment techniques include asynchronous and synchronous virtual lectures, hands-on practice, discussions as well as quizzes, tests and a paper to summarize research including the determination of a clinical bottom line.

### OTD-505 Principles of Practice I: Therapeutic Use of Self and Group Dynamics Credits: 4

Prerequisite(s): OTD-501, OTD-502, and OTD-503

Co-requisite(s): OTD-505L and OTD-505F

Term Offered: Fall Term

Course Type(s): None

This is the first course in the 4-part Principles of Practice series that will prepare students for entry-level practice. This course will introduce students to the concept of therapeutic use of self and emphasize its importance in the development of therapeutic rapport and the occupational therapist's ability to carry out the OT process. Students will develop an understanding of the therapeutic use of self in the process of conducting client interviews. In addition, students will be able to apply this skill to the role of facilitator and the use of groups as an intervention strategy. Students will also explore concepts of group dynamics and understand the effects on the ability for a group or population to achieve expected outcomes. The course will discuss social determinants and other contextual factors that may impact overall health and quality of life for groups, populations, or communities. Students will use this information to analyze the needs of specific populations in order to design and construct group-based interventions that will improve engagement and participation. Didactic coursework is coupled with Level I experiences to enhance student learning. Experiences may include simulated environments, standardized patients, faculty practice, faculty-led site visits and/or, supervision by a fieldwork educator in a practice environment.

### OTD-505F Principles of Practice I: Fieldwork Therapeutic Use of Self and Group Dynamics Credits: None

Co-requisite(s): OTD-505 and OTD-505L

Term Offered: Fall Term

Course Type(s): None

Fieldwork for OTD-505. This is a pass/fail course.

### OTD-505L Principles of Practice I Laboratory: Therapeutic Use of Self and Groups Dynamics Credits: None

Co-requisite(s): OTD-505 and OTD-505F

Term Offered: Fall Term

Course Type(s): None

Lab for OTD-505. This is a pass/fail course.

**OTD-506 Movement in Occupation**

Prerequisite(s): OTD-501, OTD-502, and OTD-503

Co-requisite(s): OTD-506L

Term Offered: Fall Term

Course Type(s): HE.EL

This course supports the student's development of foundational knowledge of occupational performance and human movement necessary for subsequent assessment and intervention courses. Additionally, biomechanical principles of joint and muscle structure and function will be applied to occupational performance. Students will learn assessments and techniques most commonly used in occupational therapy practice including goniometry of range of motion (ROM), and manual muscle testing (MMT) while employing logical thinking, critical analysis, problem solving, and creativity in order to analyze and adapt occupations and activities to promote participation. The dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factors will be explored. Lab sessions will consist of analysis, observation and measurement of movement through knowledge of body structures and function. Emphasis will be placed on understanding how occupational performance during function and movement is affected by biomechanics, joint structure, and muscle function.

**OTD-506L Movement in Occupation Laboratory****Credits: None**

Co-requisite(s): OTD-506

Term Offered: Fall Term

Course Type(s): None

Lab for OTD-506. This is a pass/fail course.

**OTD-507 Clinical Medicine****Credits: 2**

Prerequisite(s): OTD-501, OTD-502, and OTD-503

Term Offered: Fall Term

Course Type(s): None

General medicine diagnoses that are leading cause of disability in children, adolescents, adults, and older adults are defined and described. Etiology, signs, symptoms, clinical course, medical management, morbidity, and prognosis are reviewed. The influence of medical pathology on activities of daily living and routines, and social participation is examined.

**OTD-508 Ethics, Professional Communication and Advocacy****Credits: 2**

Prerequisite(s): OTD-501, OTD-502, and OTD-503

Term Offered: Fall Term

Course Type(s): None

This course examines advocacy methods at both the individual and systems levels. Informed by social teaching, this course then applies ethical decision-making strategies towards creating a more just society supporting occupational participation. You will learn to advocate for the community at large within the systems that support or influence occupational participation, the profession of occupational therapy, and the consumers of occupational therapy services.

**Credits: 3 OTD-509 Community Practice: Health Promotion and Wellness****Credits: 2**

Prerequisite(s): OTD-501, OTD-502, and OTD-503

Term Offered: Fall Term

Course Type(s): HE.EL

Concepts from occupational therapy, nutrition, pharmacology, and biopsychosocial sciences are used to critically examine the determinants of health, wellness, and illness across the lifespan. Environmental, sociocultural, and economic factors that influence health care practices are emphasized, as well as the collaborative relationship that exists between the patient and the occupational therapist in this process. Strategies of health promotion and primary prevention for individuals and for healthy populations are explored.

**OTD-510 Population Health****Credits: 2**

Prerequisite(s): OTD-501, OTD-502, and OTD-503

Co-requisite(s): OTD-509

Term Offered: Fall Term

Course Type(s): None

Introduces and extends the analytical framework provided by contemporary models of community health and community Health Assessment to explore how health outcomes for populations are influenced by social, economic, environmental, behavioral and political factors. Students will design programming to address population health needs, including population health program objectives, interventions and outcomes measurement.

**OTD-511 Principles of Practice II: Psychosocial Occupational Therapy****Credits: 4**

Prerequisite(s): OTD-504, OTD-505, OTD-506, OTD-507, OTD-508, OTD-509, and OTD-510

Co-requisite(s): OTD-512 and OTD-513

Term Offered: Spring Term

Course Type(s): None

This course will familiarize students with the practice area of psychosocial rehabilitation and the application of the occupational therapy process with individuals across the life span who experience psychosocial impairment and/or formal psychiatric diagnosis. Through the use of case-based competencies the course will evaluate students' ability to identify and apply appropriate evaluation and intervention methods associated with the practice area and learned within the context of the course. Students will come to understand the various practice settings and service delivery models associated with this area of practice from traditional to emerging. Additionally, students will discuss the variations in the occupational therapist's role along with the roles of other interdisciplinary team members in each of these settings. The course will explore the "lived experience" and contextual factors of individuals, populations, and communities effected by psychiatric conditions allowing students to understand the unique impacts of associated occupational performance deficits. Didactic coursework is coupled with Level I experiences to enhance student learning. Experiences may include simulated environments, standardized patients, faculty practice, faculty-led site visits and/or, supervision by a fieldwork educator in a practice environment.

**OTD-511F Principles of Practice II: Psychosocial Occupational Therapy Fieldwork****Credits: None**

Co-requisite(s): OTD-511 and OTD-511L

Term Offered: Spring Term

Course Type(s): None

Fieldwork for OTD-511. This is a pass/fail course.

**OTD-511L Principles of Practice II: Psychosocial Occupational Therapy Laboratory Credits: None**

Co-requisite(s): OTD-511 and OTD-511F

Term Offered: Spring Term

Course Type(s): None

Lab for OTD-511. This is a pass/fail course.

**OTD-512 Cognition Across the Lifespan Credits: 2**

Prerequisite(s): OTD-505

Co-requisite(s): OTD-511, OTD-512L, and OTD-513

Term Offered: Spring Term

Course Type(s): None

The course delineates and describes cognition as a fundamental component of all purposeful activity. During the course of the semester, we will discuss many different aspects of cognition: perception, attention, memory, language, concepts, reasoning, problem-solving, expertise, creativity, and decision making. The emphasis in the course will be on how occupational therapists have used evidence-based to develop assessments and interventions to understand human functional capacity and ability to function.

**OTD-512L Cognition Across the Lifespan Laboratory Credits: None**

Co-requisite(s): OTD-512

Term Offered: Spring Term

Course Type(s): None

Lab for OTD-512. This is a pass/fail course.

**OTD-513 Contemporary Social Issues in Practice, Justice and Occupation Credits: 2**

Prerequisite(s): OTD-509 and OTD-510

Co-requisite(s): OTD-511 and OTD-512

Term Offered: Spring Term

Course Type(s): None

The course delineates and describes cognition as a fundamental component of all purposeful activity. During the course of the semester, we will discuss many different aspects of cognition: perception, attention, memory, language, concepts, reasoning, problem-solving, expertise, creativity, and decision making. The emphasis in the course will be on how occupational therapists have used evidence-based to develop assessments and interventions to understand human functional capacity and ability to function.

**OTD-514 Quantitative Methods in Occupational Therapy Research Credits: 2**

Prerequisite(s): OTD-504

Co-requisite(s): OTD-511, OTD-512, and OTD-513

Term Offered: Spring Term

Course Type(s): None

In this course students will design and perform statistical functions necessary to analyze data used in sound and ethical evidence-based research. Instructional and assessment techniques include asynchronous and synchronous virtual lectures, practice performing statistical functions on existing datasets, discussions as well as quizzes, tests and a series of data tables describing the results and analysis of a research prospectus.

**OTD-515L Sensory Modulation Across the Lifespan Lab Credits: 1**

Prerequisite(s): OTD-502

Co-requisite(s): OTD-511, OTD-512, OTD-513, and OTD-514

Term Offered: Spring Term

Course Type(s): None

This lab-based course will introduce students to the concepts of sensory processing, sensory modulation, trauma and attachment informed care, and restraint reduction models. Students will develop an understanding of the theoretical constructs rooted in neuroscience that inform this approach to client care. Students will explore how sensory processing effects the occupational performance of individuals across the lifespan and be able to identify and apply appropriate assessment methods and interventions to address those performance deficits.

**OTD-516 Qualitative and Mixed Methods in Occupational Therapy Credits: 2**

Prerequisite(s): OTD-504

Co-requisite(s): OTD-511, OTD-512, and OTD-513

Term Offered: Spring Term

Course Type(s): HY

In this course students will use narrative and statistical methods to describe the design of research project studying evidence-based practice. Instructional and assessment techniques include asynchronous and synchronous virtual lectures, hands-on practice, discussions as well as quizzes, tests and a paper describing the design of a research prospectus.

**OTD-517 Mindful Practice and Wellness I Lab Credits: 1**

Prerequisite(s): OTD-505

Co-requisite(s): OTD-511, OTD-512, OTD-513

Term Offered: Spring Term

Course Type(s): None

This course provides the tools to support occupational therapy professionals build mindful practices in everyday work environments. Exploration and learning related to key concepts of mindfulness, reflective practice, resiliency for personal and professional life satisfaction. Emphasis will be on creating practical strategies to support the students' overall success and wellness in the program and in transition from student to practitioner.

**OTD-601 Principles of Practice III: Adult Occupational Therapy Credits: 4**

Prerequisite(s): OTD-511, OTD-512, and OTD-513

Co-requisite(s): OTD-601L, OTD-601F, OTD-602 and OTD-603

Course Type(s): HY

This course builds on the foundational principles to prepare students to develop and implement evidenced-based, and client-centered intervention, related to areas of occupation for a variety of clients and diagnoses, along the continuum of practice settings. Lab experiences will promote critical analysis and facilitate growth of a clinical skill set. Case-based learning will be used to promote clinical and ethical reasoning to determine the appropriate intervention approach for a particular client. Competency in entry-level intervention skills are emphasized throughout the course. Didactic coursework is coupled with Level I experiences to enhance student learning. Experiences may include simulated environments, standardized patients, faculty practice, faculty-led site visits and/or, supervision by a fieldwork educator in a practice environment.

**OTD-601F Principles of Practice III: Adult Occupational Therapy Fieldwork** Credits: None

Prerequisite(s): OTD-511, OTD-512, and OTD-513  
 Co-requisite(s): OTD-601, OTD-601L, OTD-602 and OTD-603  
 Term Offered: Summer Term  
 Course Type(s): HY

This course builds on the foundational principles to prepare students to develop and implement evidenced-based, and client-centered intervention, related to areas of occupation for a variety of clients and diagnoses, along the continuum of practice settings. Lab experiences will promote critical analysis and facilitate growth of a clinical skill set. Case-based learning will be used to promote clinical and ethical reasoning to determine the appropriate intervention approach for a particular client. Competency in entry-level intervention skills are emphasized throughout the course. Didactic coursework is coupled with Level I experiences to enhance student learning. Experiences may include simulated environments, standardized patients, faculty practice, faculty-led site visits and/or, supervision by a fieldwork educator in a practice environment. This is a pass/fail course.

**OTD-601L Principles of Practice III: Adult Occupational Therapy Lab** Credits: None

Prerequisite(s): OTD-511, OTD-512, and OTD-513  
 Co-requisite(s): OTD-601, OTD-601F, OTD-602 and OTD-603  
 Term Offered: Summer Term  
 Course Type(s): HY

This course builds on the foundational principles to prepare students to develop and implement evidenced-based, and client-centered intervention, related to areas of occupation for a variety of clients and diagnoses, along the continuum of practice settings. Lab experiences will promote critical analysis and facilitate growth of a clinical skill set. Case-based learning will be used to promote clinical and ethical reasoning to determine the appropriate intervention approach for a particular client. Competency in entry-level intervention skills are emphasized throughout the course. Didactic coursework is coupled with Level I experiences to enhance student learning. Experiences may include simulated environments, standardized patients, faculty practice, faculty-led site visits and/or, supervision by a fieldwork educator in a practice environment. This is a pass/fail course.

**OTD-602 Current Issues in Practice: Adulthood and Aging** Credits: 2

Prerequisite(s): OTD-511, OTD-512, and OTD-513  
 Co-requisite(s): OTD-601 and OTD-603  
 Course Type(s): HY

The focus of this course is on the largest growing demographic group in this century, older adults. Students will explore a range of geriatric practice settings and service delivery models. Students will apply evidence-based theories, models, and frames of reference that shape occupational therapy evaluation for older adults. This course will address the complex physical, psychosocial, and contextual barriers to occupational performance for older adults. Students will examine primary conditions encountered, and learn how to evaluate the subsequent effects on an individual's occupational performance using a wide variety of assessment tools. Evidenced-based practice and ethical decision-making will be emphasized throughout this course.

**OTD-602L Current Issues in Practice: Adulthood and Aging Lab** Credits: None

Prerequisite(s): OTD-511, OTD-512, and OTD-513  
 Co-requisite(s): OTD-601 and OTD-603  
 Term Offered: Summer Term  
 Course Type(s): HY

The focus of this course is on the largest growing demographic group in this century, older adults. Students will explore a range of geriatric practice settings and service delivery models. Students will apply evidence-based theories, models, and frames of reference that shape occupational therapy evaluation for older adults. This course will address the complex physical, psychosocial, and contextual barriers to occupational performance for older adults. Students will examine primary conditions encountered, and learn how to evaluate the subsequent effects on an individual's occupational performance using a wide variety of assessment tools. Evidenced-based practice and ethical decision-making will be emphasized throughout this course. This is a pass/fail course.

**OTD-603 Community Living Supports** Credits: 2

Prerequisite(s): OTD-511, OTD-512, and OTD-513  
 Co-requisite(s): OTD-601 and OTD-602  
 Course Type(s): HY

Assistive technology (AT) devices and services and accessibility interventions have the potential to impact the lives of persons with disabilities, resulting in increased independence and participation in their daily occupations. This course will focus on learning about the various types of assistive technology devices and services including but not limited to "evaluation and assessment, selection and training, procurement, legislation and funding". It will also address different accessibility interventions in home, community, school, and education practice. Students will gain an understanding of these applications as they pertain to the communication, learning and environmental issues for persons with disabilities.

**OTD-603L Community Living Supports Lab** Credits: None

Prerequisite(s): OTD-511, OTD-512, and OTD-513  
 Co-requisite(s): OTD-601 and OTD-602  
 Term Offered: Summer Term  
 Course Type(s): HY

Assistive technology (AT) devices and services and accessibility interventions have the potential to impact the lives of persons with disabilities, resulting in increased independence and participation in their daily occupations. This course will focus on learning about the various types of assistive technology devices and services including but not limited to "evaluation and assessment, selection and training, procurement, legislation and funding". It will also address different accessibility interventions in home, community, school, and education practice. Students will gain an understanding of these applications as they pertain to the communication, learning and environmental issues for persons with disabilities. This is a pass/fail course.



**OTD-604 Occupation and Upper Extremity Rehabilitation Credits: 2**

Prerequisite(s): OTD-511, OTD-512, and OTD-513

Co-requisite(s): OTD-601 and OTD-602

Course Type(s): HY

This course provides students with the theoretical basis and practical applications of upper limb rehabilitation for practicing therapists. Students will learn occupation-based evaluation and intervention for individuals with acute and chronic upper extremity disorders. This includes principles of static and dynamic splitting which will be used by students to fabricate and design orthotics and splints. Students will learn effective orthotic approaches that incorporate anatomical, medical, and biophysical information with specific psychomotor skills. In addition to splinting, students will learn upper limb rehabilitation treatment practices for scapular manipulation, rotator cuff pathologies, tendon or nerve injuries, scar management, and wound healing.

**OTD-604L Occupation and Upper Extremity Rehabilitation Lab Credits: None**

Prerequisite(s): OTD-511, OTD-512, and OTD-513

Co-requisite(s): OTD-601 and OTD-602

Term Offered: Summer Term

Course Type(s): HY

This course provides students with the theoretical basis and practical applications of upper limb rehabilitation for practicing therapists. Students will learn occupation-based evaluation and intervention for individuals with acute and chronic upper extremity disorders. This includes principles of static and dynamic splitting which will be used by students to fabricate and design orthotics and splints. Students will learn effective orthotic approaches that incorporate anatomical, medical, and biophysical information with specific psychomotor skills. In addition to splinting, students will learn upper limb rehabilitation treatment practices for scapular manipulation, rotator cuff pathologies, tendon or nerve injuries, scar management, and wound healing. This is a pass/fail course.

**OTD-605 Principles of Practice IV: Pediatric Occupational Therapy Credits: 4**

Prerequisite(s): OTD-601, OTD-602, OTD-603, and OTD-604

Co-requisite(s): OTD-606 and OTD-607

Course Type(s): HY

This course integrates evidence and theory in contemporary applications of occupational therapy in multiple pediatric/adolescent service delivery models. Lab experiences will promote critical analysis and facilitate the growth of a clinical skill set. Case-based learning will be used to promote clinical and ethical reasoning to determine the appropriate intervention approach for a particular client. Cases will include increasingly complex psychosocial, physical, and contextual barriers to occupational performance for children and adolescents. A significant emphasis is put on evaluation, intervention, outcomes, and documentation related to the various cases presented. Competency in entry-level intervention skills, evidence-based practice, clinical reasoning, and ethical decision making will be emphasized throughout the course. Didactic coursework is coupled with Level I experiences to enhance student learning. Experiences may include simulated environments, standardized patients, faculty practice, faculty-led site visits and/or supervision by a fieldwork educator in a practice environment.

**OTD-605F Principles of Practice IV: Pediatric Occupational Therapy Fieldwork Credits: None**

Co-requisite(s): OTD-605 and OTD-605L

Course Type(s): None

Fieldwork for OTD-605. This is a pass/fail course.

**OTD-605L Principles of Practice IV: Pediatric Occupational Therapy Laboratory Credits: None**

Course Type(s): None

Lab for OTD-605. This is pass/fail course.

**OTD-606 Contemporary Issues: School-Based Consultation and Intervention Credits: 2**

Prerequisite(s): OTD-601, OTD-602, OTD-603, and OTD-604

Co-requisite(s): OTD-605, OTD-606L, and OTD-607

Course Type(s): HY

This course is designed to provide in-depth learning experiences to foster occupational therapy practice in schools for children with disabilities. Contemporary topics in early intervention, Response to Intervention (RtI), access to the general education curriculum, high school transition, technology, legal issues and advocacy will be included. Course content includes case studies, case studies, hands-on assessment experience, curriculum activity analysis, examination of scientific evidence and intervention strategies in school-based practice.

**OTD-606L Contemporary Issues: School-Based Consultation and Intervention Lab Credits: None**

Prerequisite(s): OTD-601, OTD-602, OTD-603, and OTD-604

Co-requisite(s): OTD-605 and OTD-607

Term Offered: Fall Term

Course Type(s): HY

This course is designed to provide in-depth learning experiences to foster occupational therapy practice in schools for children with disabilities. Contemporary topics in early intervention, Response to Intervention (RtI), access to the general education curriculum, high school transition, technology, legal issues and advocacy will be included. Course content includes case studies, case studies, hands-on assessment experience, curriculum activity analysis, examination of scientific evidence and intervention strategies in school-based practice.

**OTD-607 Management and Supervision of Occupational Therapy Services Credits: 3**

Prerequisite(s): OTD-601, OTD-602, OTD-603, and OTD-604

Co-requisite(s): OTD-605 and OTD-607

Course Type(s): HY

The principles of management in the provision of occupational therapy services will be considered in depth, including the principles of organizing, planning, directing, leading, budgeting and communicating. A variety of systems and models will be examined in relation to the marketing and delivery of occupational therapy services. Workplace professionalism, including reliability and competence will also be addressed.

**OTD-608L Mindfulness Practice and Wellness II Lab Credits: 1**

Prerequisite(s): OTD-517

Co-requisite(s): OTD-605, OTD-606, and OTD-607

Term Offered: Fall Term

Course Type(s): HY

Building off previous knowledge gained, this course provides the tools to support occupational therapy professionals build mindful practices in everyday work environments. Continued exploration and learning related to key concepts of mindfulness, reflective practice, resiliency for personal and professional life satisfaction will occur. Emphasis will be on implementing and refining practical strategies to support overall wellness in the transition from student to practitioner.

<p><b>OTD-609 Mentored Scholarship</b> <b>Credits: 2</b></p> <p>Prerequisite(s): OTD-514 and OTD-516 Co-requisite(s): OTD-605, OTD-606, and OTD-607 Course Type(s): HY</p> <p>In this course students will work with a faculty mentor to begin designing a sound and ethical evidence-based capstone project. Instructional and assessment techniques include asynchronous and synchronous virtual lectures, practice writing research components (research question, problem, purpose and gap in practice), discussions, as well as writing a research prospectus that includes an introduction, methods, results, analysis and discussion sections.</p>	<p><b>OTD-701 Professional Portfolio/Capstone Project II</b> <b>Credits: 1</b></p> <p>Prerequisite(s): OTD-611 Co-requisite(s): OTD-702 and OTD-703 Course Type(s): OL, HY</p> <p>The focus of this course is to build off of work completed in OTD-611 where students established the foundation of their capstone project. Students will select their method for capstone project implementation and data collection. Students will be required to submit their capstone project proposal and receive approval from the faculty.</p>
<p><b>OTD-610 Fieldwork Seminar</b> <b>Credits: 1</b></p> <p>Prerequisite(s): OTD-505, OTD-511, and OTD-601 Co-requisite(s): OTD-605, OTD-606, and OTD-607 Course Type(s): None</p> <p>Building off previous knowledge gained, this course provides the tools to support occupational therapy professionals build mindful practices in everyday work environments. Continued exploration and learning related to key concepts of mindfulness, reflective practice, resiliency for personal and professional life satisfaction will occur. Emphasis will be on implementing and refining practical strategies to support overall wellness in the transition from student to practitioner.</p>	<p><b>OTD-702 Doctoral Practice in Occupational Therapy</b> <b>Credits: 2</b></p> <p>Prerequisite(s): OTD-700A and OTD-700B Co-requisite(s): OTD-701 and OTD-703 Course Type(s): HY</p> <p>In this course students develop an innovative program that addresses practice excellence for practitioners working in any of the following: school-based, long-term care, acute care, community, wellness, education, etc. This course will set doctoral students apart from generalist practitioners as they will go further to locate and apply for grant funding that could be used to support program implementation. Students can focus on traditional practice settings or emerging practice settings to develop the program to promote functional outcomes for individuals, groups and/or populations.</p>
<p><b>OTD-611 Professional Portfolio/ Capstone Project I</b> <b>Credits: 1</b></p> <p>Prerequisite(s): OTD-609 Co-requisite(s): OTD-605, OTD-606, and OTD-607 Course Type(s): HY, OL</p> <p>In this course students will build off of their work in OTD-609 where they identified a specific topic area for their capstone project. In this course, students will explore and examine literature to support their capstone project and produce a comprehensive literature review to inform their capstone project.</p>	<p><b>OTD-703 Quality Improvement in Occupational Therapy Service Delivery</b> <b>Credits: 3</b></p> <p>Prerequisite(s): OTD-700A and OTD-700B Co-requisite(s): OTD-701 and OTD-702 Course Type(s): HY</p> <p>This course will introduce students to concepts in quality improvement and the current post-acute healthcare environment that is creating a culture of quality and value-based purchasing. Students will understand the components of a quality indicator, including both process and outcome indicators. Students will reflect on how the field of healthcare generally, and their own practice specifically, can benefit from defining and monitoring quality. The course will also consider how to develop and validate quality indicators and implement quality improvement projects, exploring the connection with evidence-based practice. Students will learn how to track and monitor quality improvement projects.</p>
<p><b>OTD-700A Fieldwork Level IIA</b> <b>Credits: 6</b></p> <p>Prerequisite(s): OTD-610 Course Type(s): HY</p> <p>Twelve weeks of supervised clinical experience applying occupational theory, skills and concepts in the delivery of occupational therapy services. Students will use the occupational therapy process while developing and practicing the skills of an entry-level OT. Students are assigned to a fieldwork site working with individuals with developmental, physical and/or psychosocial factors that influence occupational performance. By the end of the fieldwork experience, the student should demonstrate the attitudes and skills of an entry-level practitioner, including assumption of responsibility for independent learning. This is a pass/fail course.</p>	<p><b>OTD-704 Advance Practice in OT: Borders and Barriers</b> <b>Credits: 2</b></p> <p>Prerequisite(s): OTD-701, OTD-702, and OTD-703 Co-requisite(s): OTD-705 and OTD-706 Course Type(s): HY</p> <p>This advanced course focus is on exploring present and pressing issues within Occupational Therapy practice. Additionally, the students embark on a journey to explore the World Health Organization- International Classification of Functioning, Disability and Health and the Occupational Therapy Framework to deepen students' ability to critically analyze and discern how the meaning found in human occupations influences health and well-being and drive client-centered treatment. The course will focus on payment systems and its relationship to quality of care and students will discuss market trends and change facilitators. All emerging practice areas are discussed, including primary care, to explore the role of OT and develop strategies to promote the value of OT in contexts explored.</p>
<p><b>OTD-700B Fieldwork Level IIB</b> <b>Credits: 6</b></p> <p>Prerequisite(s): OTD-610 Course Type(s): HY</p> <p>Twelve weeks of supervised clinical experience applying occupational theory, skills and concepts in the delivery of occupational therapy services. Students will use the occupational therapy process while developing and practicing the skills of an entry-level OT. Students are assigned to a fieldwork site working with individuals with developmental, physical and/or psychosocial factors that influence occupational performance. By the end of the fieldwork experience, the student should demonstrate the attitudes and skills of an entry-level practitioner, including assumption of responsibility for independent learning. This is a pass/fail course.</p>	

- OTD-705 Advanced Leadership in Occupational Therapy Credits: 3**  
 Prerequisite(s): OTD-701, OTD-702, and OTD-703  
 Co-requisite(s): OTD-704 and OTD-706  
 Course Type(s): HY  
 Based on their personal strengths, students will develop leadership skills for use in a variety of contexts. Students will analyze and synthesize occupational therapy's unique perspective and responsibility in occupational therapy leadership. Students will interact with professional leaders to integrate application of leadership concepts. Students will engage in tasks in preparation for their capstone project.
- OTD-706 Academic Practice in Occupational Therapy Credits: 2**  
 Prerequisite(s): OTD-701, OTD-702, and OTD-703  
 Co-requisite(s): OTD-704 and OTD-705  
 Course Type(s): HY  
 This course will address the unique field of occupational therapy academia. Student will be exposed to concepts of adult learning theory and develop and implement skills to serve as an educator in the field of occupational therapy. Participants use evidence-based curriculum design theories to develop an educational program or curriculum. They will consider what will be taught, who will be taught, and how it will be taught. In a mission statement, they will define principles used to guide curriculum design, and related program goals and objectives.
- OTD-707 Professional Portfolio/Capstone Project III Credits: 1**  
 Prerequisite(s): OTD-701  
 Co-requisite(s): OTD-704, OTD-705, and OTD-706  
 Course Type(s): HY  
 The focus of this course is to build off of work completed in OTD- 611 and OTD-701. During this course, students will complete their IRB application and work to secure necessary IRB approvals in order to implement their capstone project in the following semester. This is a pass/fail course.
- OTD-708 Entrepreneurship in Occupational Therapy Credits: 3**  
 Prerequisite(s): OTD-701, OTD-702, and OTD-703  
 Co-requisite(s): OTD-704, OTD-705, and OTD-706  
 Course Type(s): HY  
 Students will learn how to use screening and feasibility tools to effectively conduct a business analysis to determine the worthiness of a potential new entrepreneurial venture. They will also complete a business plan including an executive summary, industry and market analysis, a marketing strategy and plan, operations plan, product/service development plan and company structure. Lastly, students will identify the financial requirements of a new business and develop pro forma financial statements (e.g. income statement, balance sheet, cash flow, etc.).
- OTD-709 Pre-Doctoral Capstone Experience Seminar Credits: 1**  
 Prerequisite(s): OTD-707 and OTD-708  
 Co-requisite(s): OTD-704, OTD-705, and OTD-706  
 Course Type(s): HY  
 The pre-doctoral capstone experience seminar will expose OTD students to self-selected areas of interest. The seminar in the OTD program offer students the opportunity to extend and refine knowledge acquired in the curriculum and utilize it meaningfully as a means of critically analyzing occupational therapy practice. Students will articulate a rationale for doctoral experiential site choice(s) that considers: (a) their own occupational interests and needs; (b) the opportunities, limitations, requirements and needs of particular practice environments; and (c) the potential contribution a professional prepared with an OTD degree might make to such environments. Emphasis will be placed on understanding the personal, communal and institutional/societal dimensions of professional development and on the appreciation of the critical balance between these three dimensions. Students will prepare a detailed plan of their capstone and a weekly outcome description in preparation for their capstone experience.
- OTD-710 Decision Models and Financial Analysis in Occupational Therapy Practice Credits: 3**  
 Prerequisite(s): OTD-701, OTD-702, and OTD-703  
 Co-requisite(s): OTD-704, OTD-705, and OTD-706  
 Course Type(s): HY  
 This course introduces the basic principles and techniques of applied mathematical modeling for managerial decision making. Students learn to use some of the more important analytic methods (e.g., spreadsheet modeling, optimization, Monte Carlo simulation) to recognize their assumptions and limitations and to employ them in decision making. Students learn to: develop mathematical models that can be used to improve decision making within an organization, sharpen their ability to structure problems and to perform logical analyses, translate descriptions of decision problems into formal models and investigate those models in an organized fashion, identify settings in which models can be used effectively, and apply modeling concepts in practical situations. Students also strengthen their computer skills, focusing on how to use the computer to support decision making. The emphasis is on model formulation and interpretation of results, not on mathematical theory. This course is aimed at students with little prior exposure to modeling and quantitative analysis, but it is appropriate for all students who wish to strengthen their quantitative skills. The emphasis is on models that are widely used in diverse industries and functional areas, including finance, operations, and marketing.



**OTD-711 Doctoral Capstone Experience**

Prerequisite(s): OTD-709

Co-requisite(s): OTD-712

Course Type(s): HY

Students pursuing a doctoral degree (OTD) are required to complete a fourteen- week Doctoral Experiential Component. The goal of this experiential component is to develop occupational therapists with advanced skills (those beyond a generalist level), and it is integral to acquiring deeper practice-scholar competencies as reflected in the program's curriculum design. In addition to patient care, opportunities to develop leadership skills include public speaking, participating in an interdisciplinary team, and program development. This 8-credit course provides an in-depth, customized capstone experience specific to the doctoral pursuit of the occupational therapy student, and the opportunity to extend and refine knowledge & skills acquired in the curriculum. Students may participate in learning experiences that include a focus on theory development, research, policy, advanced clinical practice, advocacy, teaching, administration, leadership, etc. This is a pass/fail course.

**Credits: 8** requirements of the online portions of the program. Additionally, students will have ongoing access to the Help Desk (<https://www.monmouth.edu/technology/support/>) to manage questions or concerns with technology while in the program.

**OTD-712 Professional Portfolio/ Capstone Project IV**

Prerequisite(s): OTD-707

Co-requisite(s): OTD-711

Course Type(s): HY

In this course students will work with a faculty mentor to implement sound and ethical evidence- based capstone project during the completion of their doctoral capstone experience and disseminate their project through public presentation. The Capstone Project provides OTD students with an opportunity to actively integrate and apply their knowledge to the development, implementation, and analysis of an occupational therapy practice area. The broad goal of the scholarly project is to contribute to the occupational therapy body of evidence, support the program mission and goals, and bring improvement to the doctoral student's current professional sphere of influence within the profession.

**Credits: 2**

## Technology

### Technology Requirements

The OTD program requires students to have access to personal technology such as a laptop computer, tablet, or PC throughout the duration of the program as well as a working webcam during the hybrid/online courses. Students should reference our Campus Technology Website (<https://www.monmouth.edu/technology/new-to-mu/recommended-hardware-and-software/>) for detailed suggestions before purchase.

### Technology Competency Requirements

The Monmouth OTD program requires completion of coursework in a predominantly traditional week day. However, there are a few courses that are delivered in hybrid/online format. Success in both the online and in person portions of the program requires students to have the ability to navigate the College's learning management system (eCampus), manage electronic communications, utilize research and information databases, and apply software. Online courses may consist of a combination of scheduled synchronous and asynchronous learning activities; synchronous sessions will require use of the Zoom platform. In person courses will maximize the use of technology with no seat time reduction, using the eCampus learning management system for administration, communication, assessment and content delivery to both supplement and enhance the face to face experience. Prior to starting coursework, all students will be required to complete an online orientation through eCampus that will prepare them to meet the technology

## Policies

### Occupational Therapy Competency Policy

All competencies will be graded on a 100-point scale with a minimum passing score of 80%. In alignment with the standards of occupational therapy practice, any significant safety issues (as defined in the rubric) will result in an automatic failure of the competency.

Should a student fail a competency they will be given **one** opportunity to remediate. Remediation scheduling will be determined by the course instructor. Remediation will require the student to repeat the failed competency. If remediation results in a passing score (80% or above), the student passes the competency for the course. If a student does not earn an 80% or above on the remediated competency, this will result in automatic failure of the course and dismissal from the program. In addition, the scores of the initial competency and remediated competency will be averaged and applied to the overall course grade to count as the final competency score. Satisfactory progress through the OTD program requires a minimum passing grade of 'C' (73%) in each course.

### Occupational Therapy Level I Fieldwork Grading Policy

Level I fieldwork accounts for 1 credit of the 4 credits allocated to OTD 505, 511, 601 and 605. Please note that should a student fail any portion of the Level I fieldwork experience and/or fieldwork associated assignments, this may result in automatic failure of the course and dismissal from the program.