GRADUATE PROGRAM IN OCCUPATIONAL THERAPY

The graduate, MS-only, option is available for students who have already completed and possess an undergraduate degree in another field of study. This is a three-year graduate program leading to a Master of Science (MS) degree in Occupational Therapy. Graduate students do not need to meet the undergraduate general education requirements as they already have an undergraduate degree. They must, however, still meet the required pre-requisite courses. Graduate students must also meet the same criteria for grades and GPA as all other students in the occupational therapy program.

MISSION STATEMENT AND EDUCATIONAL GOALS

The mission of the Husson University School of Occupational Therapy is to prepare generalist practitioners who engage in client-centered contemporary practice and scholarship. We achieve this professional preparation by focusing on the following educational goals:

Goal 1. Provide a learning environment that ensures the development of professional and personal leadership skills and values grounded in ethics and self-reflection;

Goal 2. Promote best professional practice by developing students’ appreciation of health, wellness and meaningful participation in life through occupational engagement within and across diverse contexts and environments; and

Goal 3. Foster the development of evidence-based critical thinking and clinical reasoning in support of life-long learning.

ACCREDITATION

The following statement is from the website (http://www.aota.org/education-careers/accreditation.aspx) for the American Occupational Therapy Association (AOTA®).

Accreditation has been a stated function of the American Occupational Therapy Association (AOTA®) since 1923. AOTA’s Accreditation Council for Occupational Therapy Education (ACOTE®) is recognized as the accrediting agency for occupational therapy education by both the United States Department of Education (USDE (http://www2.ed.gov/admins/finaid/accred/accreditation_pg7.html#health)) and the Council for Higher Education Accreditation (CHEA (http://www.chea.org)). ACOTE is also an active member of the Association of Specialized and Professional Accreditors (ASPA (http://www.aspa-usa.org/our-members)). ACOTE currently accredits 407 occupational therapy and occupational therapy assistant educational programs (https://www.aota.org/Education-Careers/Find-School.aspx) in the United States and its territories.

The School of Occupational Therapy at Husson University was initially accredited in 2003 and has been continuously accredited by ACOTE since then. The next accreditation review will occur in the academic year 2025/2026.

Additional information about AOTA can be obtained on the AOTA webpage (http://www.aota.org/). AOTA and ACOTE can be contacted at 4720 Montgomery Lane, Suite 200, Bethesda Maryland 20824-3449. ACOTE’s telephone number c/o AOTA’s is (301) 652 6611. The web address for ACOTE is: WWW.ACOTEOONLINE.ORG (http://www.acoteonline.org). For more information about accreditation please see: http://www.aota.org/Education-Careers/Accreditation/Overview.aspx.

CERTIFICATION AND LICENSURE

Once students graduate with the MS in Occupational Therapy, they are eligible to take the National Board for Certification in Occupational Therapy (NBCOT) examination. Their address is: 12 S Summit Ave, Suite 100, Gaithersburg, MD 20877 (301) 990 7979. After successful completion of this exam, you will be an Occupational Therapist Registered (OTR). All states require licensure in order to practice, however, state licenses are usually based on the results of the NBCOT examination. Please be aware that a felony conviction may affect a graduate’s ability to sit for the NBCOT examination or attain state licensure.

Admission to the M.S. in Occupational Therapy

Applicants who have completed a 4-year undergraduate baccalaureate degree in another major and/or from another institution who would like an entry-level degree in occupational therapy may apply for the MS-only program. The Office of Graduate Admissionscoordinates admission to the MS-only. Because MS only students already have an undergraduate degree they do not need to meet the general education requirements offered in the first two years of our program, but must meet pre-requisite courses listed below. The admissions requirements for this option include a bachelor’s degree in a related or non-related field with a minimum overall GPA of 3.0. In addition all of the following pre-requisite course work must be completed with a grade of C+ or better prior to application to the M.S. in Occupational Therapy program:

- General Psychology
- Abnormal Psychology
- Statistics
- Research Design
- Principles of Sociology or Cultural Anthropology
- Anatomy and Physiology - 8 credits (6 in course work; 2 in lab)
- Human Growth and Development (must be lifespan)

As with the BS applicants the program requires 20 hours of volunteering or “shadowing” an Occupational Therapist in at least two specialty areas of Occupational Therapy.

Applications for admission to the fall semester are due by May 1st and notice of acceptance will be sent by June 30th. The School of Occupational Therapy action on applications is acceptance, waiting list, or rejection; at this time conditional acceptance is not an option.

The Graduate Record Exam (GRE) is not required for application. All students in the School of Occupational Therapy must possess the essential skills and behaviors required of a professional therapist.

Financial Aid

Please contact the Office of Financial Aid with your specific questions regarding financial aid. Students in the MS-only are classified as graduate students for the three years of study.
Progression policy (MS in Occupational Therapy)

Graduate

- Attain and maintain a minimum 3.0 GPA in order to progress each semester in the graduate program (1st, 2nd, and 3rd years).
- No more than six (6) credits of graduate course work in the “C+” range can be applied toward the Masters degree.

All Occupational Therapy students – Undergraduate and Graduate

- All first year professional courses must be completed successfully with a grade of C+ or better in order to progress to the second year. All second year professional courses must be completed successfully with a grade of C+ or better in order to progress to Fieldwork Level II clinical experiences and to the third year of professional courses. This includes a letter grade of “Pass” for all Level I Fieldwork courses.
- Students are expected to be full-time during the professional phase of the program. Under exceptional circumstances students may petition to be part-time. If the request is granted by the Faculty there is a prescribed sequence of courses students must take. Part-time students must complete the professional phase within 5 years of starting the professional phase whether they started as full time or part time students. All students must enroll full-time in the final graduate year, known as the “3rd year” in the curriculum. Again, exceptions will be considered on a case-by-case basis but will be the exception rather than an expectation.
- A maximum of two professional level courses may be repeated.
- Grade deficiencies should be removed during the subsequent semester or during Summer/Winter/May sessions whenever possible. For programmatic purposes, successfully repeating a course does not negate the original grade.
- Students must demonstrate professional behaviors as outlined in the Occupational Therapy Association Code of Ethics and Ethics Standards, 2015. Professional behaviors are considered for progression in the program and students may be dismissed from the program for violating the policy regardless of academic standing.

Course Repeat Policy

Students must repeat any core course in which they do not achieve a grade of 77% or better the first time they are enrolled in the course. When a course is repeated, a grade of “B” (83%) is required in order to progress. A student who receives less than “B” (83%) the second time they take a core course may be dismissed from the OT program. Any withdrawal grade is considered an enrollment in the course.

Credit Hours

A) The credit hour translation used by the School of Occupational Therapy Program is consistent with the Carnegie Classification.

One (1) credit hour =
- 1 lecture hour
- 2 lab hours
- 2 seminar hours
- 13 hours of community service with assignments

B) Fieldwork requirements are reflected as:
- There are three Level I Fieldwork experiences consisting of 40 hours of experiential learning in combination with didactic coursework; each Level I Fieldwork is 1 credit hour.
- As dictated by the AOTA accrediting body, ACOTE, Level II Fieldwork requires a minimum of 24 weeks full-time placement for occupational therapy students. Typically, this is accomplished in two, 12 week placements. Each 12 week Level II Fieldwork placement is 6 credit hours for a total minimum of 12 credits hours of Fieldwork Level II. (ACOTE Standard C.1.13)

Grading Policies

- The system of evaluating a student’s achievement at Husson University in academic courses is by letter grade, with grade point values based upon an earned credit unit (see Husson University Catalog Academic Policies section – Grading system).
- Fieldwork I is evaluated using the Maine Occupational Therapy Educators Alliance (MOTEA) – Evaluation form. Fieldwork Level II achievement is graded according to the “AOTA Fieldwork Evaluation for the Occupational Therapist” form (page 46).

Technical Standards for the School of Occupational Therapy

Introduction

The technical standards listed below are minimal technical requirements for admission to, promotion within, and graduation from this entry-level professional program. The requirements are grouped into emotional, cognitive, social, communication, physical and health/safety requirements.

Occupational therapists work with people to improve their ability to function in a variety of environmental contexts. Occupational therapy education requires not only the acquisition of academic knowledge but also technical skills, professional attitudes and professional behaviors. Before program completion, graduates must acquire a broad base of knowledge and skills required to be safe and competent clinicians. In order to accomplish this goal, students must demonstrate key functions in a relatively independent manner. In addition, in order to participate fully in the program students are required to travel to settings in the community that may have unpredictable environments. Students with sensory and/or motor limitations may be unable to perform as an occupational therapy student.

Emotional Requirements

The student must have sufficient emotional stability to perform under stress produced by both academic study and the necessity of performing occupational therapy in simulated and real client/patient situations while being observed by faculty, peers, fieldwork educators, and others. Students need to have the endurance to adapt to a physically and emotionally demanding program. Students must tolerate moderate personal stress levels to achieve success while adhering to the professional standards and requirements of the program.

Cognitive Requirements
The student must exhibit cognitive skills necessary for problem solving, clinical reasoning, and judgment. Students must integrate a variety of material with increasing complexity presented throughout the curriculum including presentations, class discussions, client/patient interviews/ evaluations, and readings from textbooks, journals and medical records. Students must be able to identify and respond accurately to factual information as well as subtle non-verbal cues of mood, temperament, and gestures provided by others. Students must be attentive and be able to focus during class and field experiences to fully participate in the learning environment.

Social Requirements

The student must have appropriate social skills for forming and maintaining relationships with a variety of people including faculty, peers, fieldwork educators, clients/patients and their families/significant others. Students must demonstrate the ability to participate as an effective group member. Flexibility and maturity in all interactions is required for this program. Verbal and non-verbal communication and interactions must be respectful, civil and professional in manner, demeanor and tone.

Communication Requirements

Students must be able to communicate in written and oral English with faculty, peers and clients in the classroom, clinical settings and community. Communication skills include oral speech, reading and writing in order to be able to complete written and oral assignments. Students must be able to communicate in English effectively and sensitively with patients.

Physical Requirements

Each student must be willing to submit to screening, examination and therapeutic treatment, by student partners, of either gender, to participate in laboratory aspects of the curriculum. Students must be able to observe demonstrations and participate in laboratory aspects of the curriculum. Students must be able to observe patients and obtain relevant, meaningful assessment information from this observation. As such, students must have visual perception, which includes depth and acuity. They must also be able to read documents such as medical records, textbooks, and computer screens.

• Hearing

Sufficient to accurately hear on the telephone, discriminate sounds in the environment for safety, communicate with people, listen and assess through the stethoscope to discriminate sounds. It is possible to use compensatory aides and assistive technology such as hearing aids.

• Touch

Ability to palpate both superficially and deeply for tasks such as discrimination of tactile sensations and facilitation of body movements.

Health and Safety Requirements

Students must display good self-awareness of personal health practices and hygiene. They must understand the importance of good personal health habits and the prevention of disease/infection. They must display an awareness of personal issues and report any that would potentially interfere with their ability to competently care for others.

Students must complete the requirements listed below by mid-term of the first semester of the third year (professional phase) of the occupational therapy curriculum. All of these requirements must be kept up-to-date throughout the professional phase of the program and throughout Level II Fieldwork. The list below is a minimal list; more detailed and specific information will be provided to you as you approach the professional phase of your education to assure compliance with these requirements.

A. Immunizations:

a. Measles, Mumps and Rubella (MMR)

b. Polio series

c. 2 step-Tuberculin series (only the initial year requires a 2 step procedure and subsequent years require one step)

d. Tetanus, diphtheria and pertussis (Tdap) booster (every 10 years),

e. Varicella titer (determined through a blood draw as having had chicken pox is not sufficient to avoid getting it again, a titer assures a level of protection)

f. Hepatitis B series – must be started by September of the third year, or professional phase (they are administered over a span of several months)

B. Current CPR Certification for children and adults: (American Red Cross or American Heart Association approved) It must be for the healthcare provider.

C. Personal Health Insurance (Husson University or private)

D. Fingerprinting (through Maine State Department of Education)
E. Criminal Background check to be provided by an approved source to be identified by the School of Occupational Therapy; we are currently using Castle Branch.

F. E-Learning (HIPAA, OSHA) Modules on Castle Branch.

It is the policy of Husson University, School of Occupational Therapy to provide reasonable accommodation to qualified students with a disability so they can meet these essential requirements in accordance with the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990. Whether or not a requested accommodation is reasonable will be determined on an individual basis.

Courses

OT 299. Topic/ 1-6 Hour.
This course of variable content will provide students with the opportunity to explore selected topics in occupational therapy under the guidance of occupational therapy faculty.

OT 300. Prin of Human Movement Factors & Occupational Performance. 3 Hours.
This course provides students with foundational knowledge in the neuromusculoskeletal and movement-related functions of the human body. Students will learn and apply kinesiological and biomechanical principles underlying person-centered occupational performance and engagement. They will develop the basic ability to assess and analyze the client factors which are fundamental to the performance of meaningful occupation. The role of reflexes and other involuntary movement reactions will be covered as well as an introduction to the basic concepts of motor control. Laboratory sessions will stress motor evaluations, treatment planning, wheelchair assessment, transfers, movement analysis, and the psychodynamics of physical rehabilitation. Prerequisite(s): ((SC 221 and SL 221) and (SC 222 and SL 222)) or ( Major=MS Occupational Therapy and ( College Level=Grad Freshman or College Level=Grad Sophomore or College Level=Grad Junior or College Level=Grad Senior)).

OT 320. Occupational Analysis. 3 Hours.
This course will focus on foundational concepts that underlie the practice of occupational therapy, i.e. occupation-based activity analysis and analysis of occupational performance. Students will be introduced to the nature of occupation as viewed by the profession and the value of occupational engagement across diverse contexts and environments. Client factors, performance skills and patterns as well as the context and the demands of activities will considered in preparation for developing interventions in support of engagement in client-identified meaningful occupations. Prerequisite(s): Major=MS Occupational Therapy.

OT 321. Theory & Assessment I. 3 Hours.
This is the first of a two-course series integrating occupational therapy theory with assessment. Students will be introduced to the theoretical foundations of occupational therapy, including the Occupational Therapy Practice Framework, the importance of the history and philosophical base of the profession, and the process of theory development. An overview of client-centered theories will provide a foundational base for occupational engagement. It will also introduce core concepts of evaluation and assessment as well as the evaluation process. The link between theory and assessment will be reinforced by applying a model of practice and the associated assessment tools to a client story, thereby integrating theory and assessment in a clinically meaningful context.

OT 322. Professional Foundations of Occupational Therapy. 3 Hours.
Students will appreciate and value the AOTA Occupational Therapy Code of Ethics and the Standards of Practice as well discuss challenges of personal/organizational ethical conflicts and conflict resolution. State licensing and scope of practice will be discussed as will importance of and requirements for ongoing professional development. Professional liability will be examined. Developing leadership skills through participation in professional associations and professional advocacy will be emphasized. Professional documentation will be introduced. Prerequisite(s): Major=MS Occupational Therapy.

OT 323. Theory & Assessment II. 4 Hours.
This is the second of a two-course series integrating occupational therapy theory with assessment. In this course, students will analyze selected culturally relevant, client-centered, occupation and performance-based models. The models are applied to clinical stories representing life span development and varied contexts. Students are also exposed to multiple assessment tools associated with each model to reinforce the link between theory, evaluation and occupational engagement. The course teaches students to engage in the process of using novel assessment tools and clinical reasoning for the evaluation process and corresponding documentation. Prerequisite(s): OT 321.

OT 330. Functional Anatomy. 4 Hours.
This course will build on previous anatomy & physiology coursework. Content will focus intensively on body structures in order to understand the interactions between them in support of the ability to participate in meaningful occupations throughout life. An emphasis on the musculo-skeletal system, peripheral nervous system and cardio-vascular system will be reinforced by cadaver dissection opportunities in the Anatomy Lab. Prerequisite(s): ((SC 221 and SL 221) and (SC 222 and SL 222)) or ( Major=MS Occupational Therapy and ( College Level=Grad Freshman or College Level=Grad Sophomore or College Level=Grad Junior or College Level=Grad Senior)).

OT 331. Neuroscience. 5 Hours.
This course will provide students with in-depth understanding of the neuroanatomy and neurophysiology of the central and peripheral nervous systems. There will be special emphasis on mental functions, sensory functions, and the motor system as they contribute to occupational performance. The impact of various clinical conditions on participation in meaningful activities will be introduced. Students understanding will be supplemented with learning activities that include cadaver dissections. Prerequisite(s): (SC 221 and SC 222 and SL 221 and SL 222) or (( College Level=Grad Freshman or College Level=Grad Sophomore or College Level=Grad Junior or College Level=Grad Senior) and Major=MS Occupational Therapy).

OT 361. Professional Integration A: Advocacy and Social Context. 1 Hour.
This is the first of three professional integration courses. In this course, students demonstrate novice-level application and integration of didactic concepts that they have learned in the classroom in a clinical or community setting. They apply knowledge and skills from entry level foundation courses to promote awareness of and advocate for access to Occupational Therapy services. There is an emphasis on awareness of the impact of social, cultural and political factors on occupational engagement and meaningful participation. Prerequisite(s): OT 322.
OT 380. Integrative Health I: Wellness. 2 Hours.
This is the first of two courses on integrative health, which considers the dynamic interaction between mind, body, spirit and community. This course introduces the concepts of wellness, health promotion, prevention, and spirituality and their contributions to well-being and occupational engagement. This content is addressed in part through self-reflection as students explore and apply evidence-based approaches of wellness to themselves. Students will develop increased awareness of their own values and beliefs and how they may interact, influence and contribute to health and wellness. Prerequisite(s): OT 322.

OT 413. Children & Youth I. 3 Hours.
This is the first of two courses covering the foundations of contemporary, ethical family-centered occupational therapy practice for children and youth. This semester has an emphasis on infants and young children and their families. Students apply theoretical concepts from developmental and occupation based models to understand the impact of client factors on occupational engagement and performance. Client-centered assessments and outcome measures, used in practice with children and families are explored. Evidence-based clinical reasoning is emphasized as students develop meaningful interventions and identify outcomes in support of occupational engagement in a variety of contexts and environments. Finally, students understand the implications of legislative mandates, role delineation, and the importance of documentation on contemporary practice. Prerequisite(s): OT 321 and OT 323.

OT 414. Children & Youth II. 4 Hours.
This is the second of two courses covering the foundations of contemporary ethical family-centered occupational therapy practice for children and youth. This course focuses on young children through the period of youth and adolescence as well as their families. Students apply theoretical concepts from developmental and occupation based models to understand the impact of client factors on occupational engagement and performance. The course utilizes client-centered assessments and outcome measures used in clinical pediatric practice. It also emphasizes critical thinking as students develop meaningful interventions and identify outcomes in a range of contexts and environments in support of occupational engagement. Finally, the class explores the implications of legislative mandates, role delineation, and the importance of documentation on contemporary practice. Prerequisite(s): OT 413.

OT 440. Mental Health I. 4 Hours.
This course examines the psychological and social aspects of mental health functioning as it impacts occupational performance. Students investigate the continuum of health and recovery with an emphasis on supporting client’s successful engagement in meaningful roles and occupations across practice areas, client populations, contexts and environments. Client-centered evaluation and intervention emphasize practical application of theoretical concepts, while evidenced-based critical thinking guides clinical reasoning and decision-making throughout the course. Prerequisite(s): OT 330 and OT 331.

OT 441. Mental Health II. 3 Hours.
This course will focus on approaches to group intervention emphasizing meaningful occupational-based participation to support engagement in a variety of contexts and environments. Included are techniques for starting, maintaining, and terminating groups, ways to capitalize on the therapeutic advantages that groups offer, and exploration of group dynamics and leadership skills. Students use principles of needs assessment, group intervention planning and implementation, along with theory and research evidence, to design and co-lead client-centered occupation based groups with children, adults and older adults. Prerequisite(s): OT 440.

OT 449. Rehabilitation & Participation I. 4 Hours.
This course uses clinical reasoning to examine adult clinical conditions and their impact on occupational engagement. It includes evaluation and intervention focusing on occupational performance and meaningful participation. There is an emphasis on evidence-based, client-centered contemporary best practice. The laboratory portion of the course includes active learning and opportunities to apply entry level practice skills. Prerequisite(s): OT 300 and OT 330 and OT 331.

OT 450. Rehabilitation and Participation II. 4 Hours.
This course continues the study of adult clinical conditions and their impact on occupational engagement. Clinical reasoning is used to inform emerging critical thinking. Students have the opportunity to experience and practice evidence based intervention strategies to enhance occupational performance and meaningful participation. The laboratories focus on developing analysis and beginning synthesis of entry level practice skills. Prerequisite(s): OT 449 and OT 330 and OT 331.

OT 452. Context and Environment. 3 Hours.
In this course, students explore the impact of the physical and social conditions of the client on occupational therapy engagement. Students are also given an opportunity to explore the relationship between sociocultural forces and the physical environment as well as their impact on meaningful participation for individuals with disabilities. Interventions include a wide range of assistive technologies (AT) and environmental adaptations that allow a person to function more fully. Finally students have the opportunity to identify social and environmental barriers to inclusion in the community and identify strategies to transform these barriers through the application of leadership principles. Prerequisite(s): OT 449.

OT 460. Professional Integration B: Service Delivery and Management. 1 Hour.
This is the second of three professional integration courses. Through this course, students demonstrate emerging application and integration of classroom didactic concepts in a clinical or community setting. Students also apply knowledge and skills from entry-level practice courses to promote occupational engagement within and across diverse contexts and environments with an emphasis on the programmatic aspects of service delivery. Prerequisite(s): OT 361.

OT 461. Professional Integration C: Professional Resp & Leadership. 1 Hour.
This is the third of three professional integration courses. In this course, students demonstrate advanced-beginner application and integration of classroom didactic concepts in a clinical or community setting. Students also apply emerging clinical reasoning and skills from practice courses to promote occupational engagement within and across diverse contexts and environments. The course emphasizes roles and responsibilities related to the development of personal and professional leadership. Prerequisite(s): OT 460.
OT 470. Research & Evidence-based Practice I. 3 Hours.
This is the first in a three course series that will use research to foster evidence-based critical thinking and clinical reasoning. This course will focus on critical analysis of quantitative and qualitative research literature with the goal of guiding students to become informed consumers of research to guide their clinic practice. The contribution of research to the continued development of a professional body of knowledge will be emphasized. Experience locating and evaluating literature, developing a research question, and proposing an appropriate sample, research design, measurement and data analysis will reinforce development of the skills necessary to translate evidence to practice in the clinic. Prerequisite(s): (MS 132 and SC 224) or (College Level=Grad Freshman or College Level=Grad Sophomore or College Level=Grad Junior or College Level=Grad Senior).

OT 471. Research & Evidence-based Practice II. 3 Hours.
This is the second in a three course series that will use research to foster evidence-based critical thinking and clinical reasoning. This course will build on the process of developing informed consumers of research through experiential engagement in the research process and implementation of a research methodology. Prerequisite(s): OT 470.

OT 499. Topic/. 1-6 Hour.
This course of variable content will provide students with the opportunity to explore selected topics in occupational therapy under the guidance of occupational therapy faculty.

OT 561. Level Two Fieldwork IIA. 6 Hours.
The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists under the supervision of a qualified occupational therapist. In this first Level II fieldwork course, students have the opportunity to integrate classroom, service-learning, laboratory, and fieldwork knowledge and skills while applying the OT process in an in-depth occupational therapy service provision experience. Prerequisite(s): OT 414 and OT 441 and OT 450 and OT 461.

OT 562. Level Two Fieldwork IIB. 6 Hours.
The goal of Level II Fieldwork is to further develop competent, entry-level, generalist occupational therapists under the supervision of a qualified occupational therapist. In this second Level II Fieldwork course, students have the opportunity to integrate advanced didactic content with knowledge and skills from previous fieldwork experiences. This final clinical experience requires students to demonstrate evidence-based clinical reasoning and emerging critical thinking, while emphasizing occupational engagement in the context of an in-depth occupational therapy service provision experience. Prerequisite(s): OT 580 and OT 581 and OT 582.

OT 563. Clinical Integration: Research and Evidence-based Practice. 2 Hours.
This course will provide an opportunity for students to process and integrate evidence-based critical thinking and reasoning with clinical experience. Students will demonstrate self-reflection regarding their own professional and personal growth over the course of their academic and clinical professional preparation. We will revisit concepts related to healthcare leadership skills and values, as well as reinforce supports to facilitate the transition to entry-level clinical practitioner and scholar. Prerequisite(s): OT 561 and OT 562.

OT 570. Seminar: Research & Evidence-based Practice III. 3 Hours.
This is the third in a three course series that will use research to foster evidence-based critical thinking and clinical reasoning. Building on the project from the previous semester students will prepare a professional written report and a formal scientific oral presentation of findings or outcome. The importance of research to building a professional body of knowledge will be revisited as students are required to highlight the application of their findings to occupational therapy. Furthermore the clinical application of their findings will reinforce the use of evidence to guide clinical thinking and reasoning. Prerequisite(s): OT 471.

OT 580. Integrative Health II: Spirituality. 2 Hours.
This is the second of two courses focusing on integrative health, which considers the dynamic interaction between mind, body, spirit and community. This course expands on concepts of wellness and spirituality previously introduced and also integrates the contribution of culture to well-being and occupational engagement. Students develop increased awareness of the influence of patients’ values, beliefs, culture, and spiritual traditions on healthcare practices. There is an emphasis on the interplay between integrative health, well-being, quality of life and meaningful participation. Prerequisite(s): OT 380.

OT 581. Upper Extremity: Research and Evidence-Based Practice. 3 Hours.
This course explores common upper extremity/hand injuries and evidence-based treatment interventions in support of client engagement in meaningful occupations. It involves a review of anatomy, clinical evaluation of the upper extremity/hand, and intervention appropriate to each injury. Through a combination of lecture and active experiential learning with a strong emphasis on participation, discussion, and problem solving, students develop critical thinking and clinical reasoning. Students are also expected to identify, palpate and perform learned techniques on each other and demonstrate competency and mastery of content. This course emphasizes hands-on participation with demonstrations of proficiencies in manual muscle, range of motion, and provocative testing.

OT 582. Neurorehabilitation: Research & Evidence-Based Practice. 3 Hours.
This course explores the impact of central and peripheral neurologically based conditions on performance skills supporting occupational engagement. Students will have the opportunity to explore both formal and informal assessments used in the evaluation of cognitive, perceptual, communication, and motor dysfunction. Evidence based interventions and rehabilitative approaches for working with clients who have experienced neurologically based conditions will be explored. Integration of previous foundation content with intervention content will require demonstration of emerging critical thinking and clinical reasoning. Students will be provided with learning activities including lecture, group activities, role playing, and experiential learning.
OT 583. Work & Industry: Research and Evidence-Based Practice. 3 Hours.
This course provides a general overview of basic ergonomic principles and environmental adaptations in the home and work environment. It will describe symptomatology and interventions to promote meaningful engagement in and performance of work-related occupations. It emphasizes a client-centered approach and client worldview to develop treatment plans, reflecting current evidence-based literature and best practice concepts. The course puts a strong emphasis on the use of narratives, or patient stories, in the belief that care of the sick and disabled unfolds in stories, and the effective practice of healthcare requires the ability to recognize, absorb, interpret, and act on the stories and experiences of others, and occupational therapy practiced with narrative competence is a model for humane and effective treatment. Prerequisite(s): OT 450.

OT 599. Topic/. 1-6 Hour.
This course of variable content will provide students with the opportunity to explore selected topics in occupational therapy under the guidance of occupational therapy faculty.