



OTD Degree Completion Requirements, Plan of Study, and Course Descriptions

The OTD program consists of 114 semester credit hours of graduate-level coursework, including 6 months of full-time clinical fieldwork, and a doctoral capstone experience. Students must successfully fulfill all program-specific requirements including completion of all coursework while maintaining the performance standards outlined by the program, Level II Fieldwork, the Doctoral Capstone Experience, as well as program requirements related to professional behavior, interprofessional education, and community service in order to meet graduation requirements.

Requirements for successful completion of each segment of the OTD curriculum are:

1. **Didactic course work** (listed in the Plan of Study, First and Second Years) must be completed while maintaining a cumulative grade point average of 3.0 or higher each semester and attaining a grade of B or better in the five OT Process courses (OCCT 7005, OCCT 7008, OCCT 7014, OCCT 7017, and OCCT 7027).

Students must successfully complete all didactic coursework before they may register for Level II coursework and proceed to the Level II fieldwork experiences. Students are not able to enroll in Level II fieldwork courses if they are on probation, have earned a C in the specified courses that require a final grade of B or better, or are on continued probation.

2. **Professional Behavior Evaluations** are conducted each Spring semester in the first and second year of the didactic coursework segment of the curriculum. This evaluation process consists of a review of students' self-assessment as well as a faculty assessment of their professional behaviors. The established criterion score on the faculty assessment portion must be achieved before a student may proceed further in the curriculum.
3. **Other program requirements** include CPR certification (American Heart Association approved course), participation in interprofessional co-curricular activities, community service participation, and being a member of professional occupational therapy associations. These requirements must be fulfilled throughout

the didactic coursework segment in the curriculum. Failure to meet these requirements will prohibit a student from progressing to Level II Fieldwork.

4. **Level II Fieldwork** experiences in the OTD curriculum consist of two, 12-week fieldwork placements. Level II fieldwork experiences are graded on a satisfactory/unsatisfactory basis according to the student's performance, judgment, and attitude as measured by the on-site supervisor using the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student. Criterion scores, as suggested by the American Occupational Therapy Association, are used to determine satisfactory performance.

If a student on Level II fieldwork receives a score below the criterion score on the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student, the student will receive an unsatisfactory grade for the affiliation. The student who fails any Level II affiliation may be subject to dismissal from the program.

Placements are assigned by the Academic Fieldwork Coordinator in an objective and impartial manner. Assignment to students' preferred fieldwork sites cannot be assured. If the student fails to accept or complete a scheduled fieldwork assignment, they will experience a delay in completing the OTD program. Students must successfully complete two Level II Fieldwork experiences before they may proceed to the Doctoral Capstone segment of the curriculum.

5. The **Doctoral Capstone Experience** supports students' development of synthesis and in-depth knowledge gained in the occupational therapy curriculum. The students' individual doctoral capstone plan will be conducted with an assigned faculty mentor who is responsible for administering and supervising the students' progress toward completion of the experience. The student will also work with a designated site mentor who will evaluate the student's performance in the setting. The Doctoral Capstone Experience requires successful completion of the required hours in a mentored setting and completion of a doctoral capstone project reflective of the focus area of their Capstone.

Students must complete all graduation, Level II fieldwork, and doctoral capstone requirements within 24 months of completing the didactic phase of the program.

OTD Plan of Study

First Year

Summer

Credit Hours

OCCT 7000 Theoretical and Professional Foundations of Occupational Therapy	3
OCCT 7001 Human Gross Anatomy	6

Fall

OCCT 7002 Applied Biomechanics of Movement	4
OCCY 7003 Environmental Technologies 1	3
OCCT 7004 Human Occupation Across the Lifespan	3
OCCT 7005 Occupational Therapy Process: Mental Health	4
OCCT 7006 Foundations of Research Design	3
OCCT 7007 Level 1 Fieldwork: Mental Health	1

Spring

OCCT 7008 Occupational Therapy Process: Pediatric Process Part 1	5
OCCT 7009 Clinical Conditions: Pediatrics	2
OCCT 7010 Application of Neural Systems to Occupation	3
OCCT 7011 Research Design and Proposal	3
OCCT 7012 Level I Fieldwork: Pediatrics	1
OCCT 7013 Assessment Measures	2

Second Year

Summer

Credit Hours

OCCT 7015 Pediatric Service Delivery	3
OCCT 7030 Doctoral Capstone Proposal Development 1	3

Fall

OCCT 7014 Occupational Therapy Process: Pediatric Process Part 2	5
OCCT 7016 Occupational Therapy Process: Adult Neuromuscular	5
OCCT 7017 Clinical Conditions: Adult Neuromuscular	2
OCCT 7018 Environmental Technology 2	3
OCCT 7020 Teaching and Leadership in OT	2
OCCT 7021 Level 1 Fieldwork: Adult	1

Spring

OCCT 7027 Occupational Therapy Process: Adult Biomechanical	5
OCCT 7024 Adult Service Delivery	3
OCCT 7028 Clinical Conditions: Adult Biomechanical and Medical	2
OCCT 7025 Management and Leadership in OT	3
OCCT 7031 Doctoral Capstone Proposal Development 2	2
OCCT 7019 Inter-professional Seminar	1
OCCT 7026 Doctoral Seminar	1

Third Year**Summer**

OCCT 7022 Level II Fieldwork A

Credit Hours

9

Fall

OCCT 7023 Level II Fieldwork B

9

Spring

OCCT 7032 Doctoral Capstone

12

OTD Course Descriptions

OCCT 7000. Theoretical and Professional Foundations of Occupational Therapy

Students in this course will explore the historical origins and philosophical base of the use of occupations in the profession. They will analyze philosophical, epistemological, and theoretical constructs of the profession from the inception of the profession to contemporary practice. They will examine the nature of occupation, the complex transactional relationship between the person, context or environment and concepts of occupational justice. Students will deconstruct the foundational concepts through experiential learning in a community setting. Throughout the course, students will examine the documents of the American Occupational Therapy Association, the World Federation of Occupational Therapy, and the World Health Organization, then evaluate and apply these guiding frameworks to professional cases.

OCCT 7001. Human Gross Anatomy

This course provides a complete and detailed study of the structure and function of the human body including the study of human cadavers. Students will learn anatomical structures and systems of the human body and integrate knowledge of structure with function.

OCCT 7002. Applied Biomechanics of Movement

This course builds on knowledge from Human Gross Anatomy and is the study of kinesiology and biomechanical principles related to human motion in preparation for utilizing the biomechanical approach for physical dysfunction. Students will gain an understanding of concepts pertaining to interactions between the person and the physical environment and begin to apply these for optimizing function and occupation. Students will develop and apply occupational therapy assessment techniques of the musculoskeletal system, orthotic fabrication, and treatment planning using therapeutic exercises and activity. Students will gain critical thinking and problem-solving skills through labs, splint fabrication, exams, and case studies, for applying biomechanical principles to the delivery of occupational therapy.

OCCT 7003. Environmental Technologies 1

This course provides the philosophical and therapeutic basis for occupational therapy utilization of adaptive, technological, and therapeutic media and materials. Students develop an understanding of the demands of interventional therapeutic media on clients and appraise their perception, sense of achievement and mastery through in-class experience and self-reflection. Students develop skills in applying task analysis methodologies to evaluate the occupations,

client factors, performance skills, performance patterns, context(s), and environments that affect clients' participation while demonstrating skills in the use of methods for instrumental and environmental adaptation and strategies that employ assistive techniques.

OCCT 7004. Human Occupation Across the Lifespan

Students will relate their knowledge and understanding of human development throughout the life span to the client's need for occupational participation by evaluating the interplay between life span development and the meaning and dynamics of occupation and activity in the domains of occupations, contexts, performance patterns, performance skills, and client factors as they enable the client to achieve health and wellness. Students will conceptualize and apply their understanding of the need for occupational participation throughout the life span to promote health and contribute to the prevention of disease and disability for their clients, their families, and society.

OCCT 7005. Occupational Therapy Process: Mental Health

This course is a study of occupational therapy practice with individuals with mental health conditions. Students will advance their foundational knowledge of human behavior acquired in courses that include but is not limited to principles of psychology, sociology, and abnormal psychology as they develop and incorporate knowledge of the role and impact of sociocultural, socioeconomic, diversity factors, and lifestyle choices on the occupational participation of clients affected by mental illness. Through their understanding of the history and philosophical base of the profession of occupational therapy and their application of the theories that underlie this practice students will demonstrate the ability to select and provide direct, evidence-based occupational therapy assessment, intervention, and procedures to enhance their clients' safety, health and wellness, and performance in ADL's, IADLs, education, work, play, rest, sleep, leisure, and social participation while incorporating the role of the occupational therapy assistant in the coordination, management of care, and transition of occupational therapy mental health services from client referral to discharge.

OCCT 7006. Foundations of Research Design

This is the first course in a two-course sequence designed to develop students' knowledge and skills of research design to support the use of research evidence to occupational therapy practice and to develop and implement a scholarly study. The students will learn to search, access, analyze, critique, and synthesize literature; analyze philosophical orientations of research; evaluate quantitative research designs; understand and interpret basic statistical measures used in data analysis; understand components of conducting components of research such as the

development of research questions, sample selection, locate, select, analyze, and evaluate scholarly literature to make evidence-based decisions.

OCCT 7007. Level I Fieldwork: Mental Health

Students will apply knowledge gained across the curriculum to practice in areas of occupation, performance skills, performance patterns, client factors, activity demands, and contexts with populations through directed observation and participation in practice settings related to mental health services. Students will apply evidence-based practice and clinical reasoning through course assignments.

OCCT 7008. Occupational Therapy Process: Pediatric Process Part 1

This course covers occupational therapy practices with infants and children with disabilities, their families, and other significant persons. The students critique selected theoretical perspectives, models of practice, and frames of reference for evidence-based occupational therapy, including occupation-based, task/environmental adaptation, motor learning/skill acquisitional, neurodevelopmental, sensory processing, psychosocial, biomechanical and ecological views. Students will demonstrate interventions including developmental, remedial, and compensatory strategies supporting meaningful and contextual occupation. They will integrate these foundations into the occupational therapy processes for children with disabilities and their families and will ensure cultural and socioeconomic relevancy; and child- and family-centered practice; and therapeutic-use of self. Students will show competence in screening, assessment and interpretation of assessments and use findings to diagnose occupational performance. Students will demonstrate evidence-based decision making to guide assessment, intervention planning, outcome measure identification, intervention, monitoring progress/outcomes, and program termination for infants and children.

OCCT 7009. Clinical Conditions: Pediatrics

Students will learn about the impact on occupational performance, pathophysiology, incidence and prevalence, sign and symptoms, diagnosis, and medical management of clinical conditions in pediatrics encountered in occupational therapy practice. Students will utilize clinical problem-solving skills to apply knowledge learned through case-based learning activities related to each condition addressed.

OCCT 7010. Application of Neural Systems to Occupation

This course provides the foundation to understand the structures and functions of the developing, mature, and aging nervous system. Students will differentiate structural components of the nervous system to their function, correlate neurological examination findings with structural components, and associate neurological deficits or dysfunction seen in clinical practice with damage to specific neurological systems. Throughout the course, students will utilize deep critical thinking and problem-solving skills to apply anatomical knowledge to clinical case scenarios.

OCCT 7011. Research Design and Proposal

This is the second and last course designed to develop students' skills to develop a research proposal. Students will apply knowledge they attained in Foundations of Research regarding conducting a literature review, analyzing levels of evidence, synthesizing literature, selecting appropriate research design, and maintaining ethical conduct of research to develop a scholarly research proposal. In addition, students will learn how to critique qualitative research in order to analyze and evaluate scholarly activities.

OCCT 7012. Level I Fieldwork: Pediatrics

Students will apply knowledge gained across the curriculum to practice in areas of occupation, performance skills, performance patterns, client factors, activity demands, and contexts with populations through directed observation and participation in practice settings related to pediatric services. Students will apply evidence-based practice and clinical reasoning through course assignments.

OCCT 7013. Assessment Measures

This course examines the various types of assessment measures used in occupational therapy practice. Students apply appropriate procedures to administer, score, analyze, interpret, and document the results of selected standardized and non-standardized assessment measures within the context of the occupational therapy process. Students apply their knowledge of the psychometric properties of standardized and non-standardized assessments in the selection of appropriate measures for their clients and client populations and determine the importance of statistics, tests, and measurements for the delivery of evidence-based practice. They assess the role of the occupational therapist and the occupational therapy assistant in the screening and evaluation process and relate the importance and rationale for supervision and collaboration in that process. Students will evaluate research-based evidence for the use of assessment tools and

demonstrate an understanding of how the collection, organization, and reporting of data promotes an understanding of client outcomes.

OCCT 7014. Occupational Therapy Process: Pediatric Process Part 2

This course covers occupational therapy practices with children and adolescents with disabilities, their families, peers, and other significant persons. The students critique selected theoretical perspectives, models of practice, and frames of reference for occupational therapy, including occupation-based, task adaptation, skill acquisitional, sensory processing, behavioral, social skills, social emotional, and ecological views. They integrate these foundations into the occupational therapy processes and ensure cultural and socioeconomic relevancy; child-centered focus; and therapeutic-use of self. Students will demonstrate evidence-based decision making to guide assessment, intervention planning, outcome measure identification, intervention, monitoring progress/outcomes, and program termination. Occupational therapy processes are examined and developed to support participation in the home, school, and community contexts. Occupations, performance skills and patterns, activity demands, and client factors are discussed, with the following incorporated: sensory integration, motor skills, behavioral management, social skills and social-emotional skills, handwriting, activities of daily living, school tasks, and transitional skills.

OCCT 7015. Pediatric Service Delivery

Students in this course examine service delivery systems for infants, children and young adults with developmental disabilities. Characteristics of Early Childhood Intervention (ECI) and School-based service delivery will be compared and contrasted to the medical service delivery system. Students will describe and explain the historical development and the current implementation of legislation that supports occupational therapy services with individuals with developmental disabilities including: IDEA, Section 504 of the Rehabilitation Act of 1973, American with Disabilities Act, and Every Child Succeeds Act (ESSA) of 2015. Reimbursement regulations and practices for occupational therapy will be described by the students. Students will analyze and develop implementation procedures for children with disabilities within ECI and school settings inclusive of: Free and Appropriate Education, Early Intervening Services, Response to Intervention, and IEP and IFSP processes. Students will develop IEP and IFSP documentation including assessment, goal development, implementation, document, and transition and termination processes. Students will write consultative, team collaboration, and accountability plans used with other professionals and with occupational therapy assistants. Students will explain and provide strategies for providing OT services that are socioeconomically, culturally and contextually appropriate.

OCCT 7016. Occupational Therapy Process: Adult Neuromuscular

This course studies the theories and approaches of occupational therapy assessment and intervention as related to the areas of occupation, performance skills, performance patterns and contexts for adults with neurological and neuromuscular dysfunction. Students will integrate knowledge learned in other foundational courses, analyze, and apply theories, evidence-based assessments, interventions, and strategies for treatment planning and apply it to the OT process for the neuro population. Students will demonstrate high-level clinical reasoning skills in the planning and implementation of OT intervention for adults with neurological and neuromuscular dysfunction.

OCCT 7017 Clinical Conditions: Adult Neuromuscular

Students will learn about the impact on occupational performance, pathophysiology, incidence and prevalence, sign and symptoms, diagnosis, and medical management of clinical conditions related to neuromuscular conditions encountered in occupational therapy practice with adults. Students will utilize clinical problem skills to apply knowledge learned through case-based learning activities related to each condition addressed.

OCCT 7018. Environmental Technologies 2

Students will apply the Human Activity Assistive Technology (HAAT) framework to perform appropriate assessment for the provision of individualized assistive technology systems for individuals across contexts and environments. Students will be able to assess the need for and demonstrate the ability to design, fabricate, apply, fit, and train in assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being for use by individual across lifespan. Students will also gain the skills of provide recommendations and training in techniques to enhance wheelchair management and mobility devices and applying evidence-based practice in the selection of assistive technology devices. Included are computer input/output technologies, augmentative and alternative communication systems, seating and mobility systems, electronic aids to daily living, aids for sensory impairment, and driving rehabilitation.

OCCT 7019. Interprofessional Seminar

This interprofessional course provides an exploration of professional, ethical issues or leadership issues facing health professionals. Students work collaboratively in interprofessional teams reflecting on and deconstructing these issues. Students learn to articulate occupational therapy's view of the ethical, professional, and practical considerations that affect the health and wellness needs of those who are experiencing or are at risk for social injustice, occupational deprivation,

and disparity in the receipt of healthcare services. Students are exposed to knowledge of global social issues and prevailing health and welfare needs of populations with or at risk for disabilities and chronic health conditions. This allows students to integrate their knowledge and understanding of the American Occupational Therapy Association (AOTA) *Occupational Therapy Code of Ethics and Ethics Standards* and AOTA *Standards of Practice* and communicate how these serve as a guide for ethical decision making in professional interactions, client interventions, and employment settings. Students will apply the knowledge content and the interprofessional exchange of ideas to identify strategies for analyzing issues and making decisions to resolve personal and organizational bias and ethical conflicts.

OCCT 7020. Teaching and Leadership in OT

This course addresses teaching and learning, leadership, and change theories integral to occupational therapy education and leadership. Students will analyze frameworks that support teaching and learning in the practice and education settings, as well as leadership approaches that support development across settings. Students will design an education module and deliver a community or professional education presentation.

OCCT 7021. Level I Fieldwork: Adult

Students will apply knowledge gained across the curriculum to practice in areas of occupation, performance skills, performance patterns, client factors, activity demands, and contexts with populations through directed observation and participation in practice settings related to adult services. Students will apply evidence-based practice and clinical reasoning through course assignments.

OCCT 7022. Level 2 Fieldwork A

During this first 12-week full-time fieldwork placement students will apply their understanding of the occupational therapy process, professional practice and leadership. Under the direct supervision of an occupational therapist, students will advance their clinical problem-solving skills and gain competence as a generalist practitioner in providing occupational therapy services to individuals with physical dysfunctions or developmental disabilities.

OCCT 7023. Level 2 Fieldwork B

During this second 12-week full-time fieldwork placement students will apply their understanding of the occupational therapy process, professional practice and leadership. Under the direct supervision of an occupational therapist, students will advance their clinical problem-

solving skills and gain competence as a generalist practitioner in providing occupational therapy services to individuals with physical dysfunctions or developmental disabilities.

OCCT 7024. Adult Service Delivery

This course examines service delivery systems that exist for adults with physical dysfunction. Topics include organizational structure, variations in different practice settings, professional roles, team interactions, and documentation requirements associated with successful occupational therapy practice. Students will analyze current policy issues and trends in models of service delivery that influence the practice of occupational therapy and compare and contrast the differences in the culture and requirements of settings in which services are provided for adults including hospitals, rehab centers, out-patient clinics, home health, nursing homes and long term care, vocational settings, and hospice. Through practical application, students will learn documentation (including the use of an electronic platform), coding and billing, Medicare requirements, Functional Independence Measure (FIM) scoring, GG codes, and regulations for supervising assistants.

OCCT 7025. Management and Leadership in OT

This course is a study of political, economic, legal, and ethical factors that impact the healthcare system and occupational therapy practice. Students will analyze various approaches to management and supervision in the profession and the community. Through exposure to current knowledge and case scenarios students identify and demonstrate techniques of supervision and collaboration with occupational therapy assistants and other professionals concerning therapeutic interventions. Students are challenged to develop strategies for effective, competency-based legal and ethical supervision of occupational therapy and non-occupational therapy personnel. Students use self-assessments to evaluate personal and professional abilities and competencies as they relate to job responsibilities and interpret these to develop plans for improvement of personal management skills. Students are then challenged to analyze current policy issues and the social, economic, political, geographic, and demographic factors that influence the various contexts for practice of occupational therapy to select effective models of service delivery and understand their potential effect on the practice of occupational therapy.

OCCT 7026. Doctoral Seminar

This course will focus on the transition from classroom to Level 2 Fieldwork experiences. Students will have the opportunity to identify Level 2 fieldwork expectations, explore professional behaviors and ethics, review AOTA, NBCOT, and the State of Texas licensure requirements.

OCCT 7027. Occupational Therapy Process: Adult Biomechanical

This course is the study of occupational therapy practice with adults with musculoskeletal, orthopedic, cardiac, and oncology conditions, and requires students to apply knowledge learned in Anatomy and applied Biomechanics to integrate the content of this course. Students will analyze and apply theories, evidence-based assessments, interventions, and strategies for treatment planning to support the occupational therapy process and demonstrate clinical reasoning skills in the use of treatment procedures and modalities utilized in the biomechanical approach. Students will learn and demonstrate effective interventions that include physical agent modalities, therapeutic exercises, ergonomic applications, manual therapy techniques, advanced orthotic fabrication and serial casting. The students will describe the use of these assessments and interventions for clients with disability in the participation of occupation in their home and community.

OCCT 7028. Clinical Conditions: Adult Biomechanical and Medical

Students will learn about the impact on occupational performance, pathophysiology, incidence and prevalence, sign and symptoms, diagnosis, and medical management of clinical conditions related to biomechanical and medical conditions encountered in occupational therapy practice with adults. Students will utilize clinical problem-solving skills to apply knowledge learned through case-based learning activities related to each condition addressed.

OCCT 7030. Doctoral Capstone Development 1

This is the first course designed to support students' integration of coursework into conceptualization of their doctoral capstone. Students will explore theoretical frameworks and models to guide their area of inquiry. They will continue their investigation of research design as it relates to program evaluation, program outcomes, and other outcome measures. Students will analyze and synthesize the literature in an area of interest and develop a base of support for their proposed focus area.

OCCT 7031. Doctoral Capstone Proposal Development 2

This is the second course designed to prepare students to develop their individual plan for their doctoral capstone experience and project. Students will integrate their knowledge of theoretical frameworks, research design, and professional issues to develop a proposal for their doctoral capstone. Students will develop and conduct the needs assessment related to their capstone experience. They will finalize their mentoring agreement (MOU), individualized objectives for the doctoral capstone, and plan for capstone project.

OCCT 7032. Doctoral Capstone Experience

The student will be immersed in an in-depth experience to support development of advanced skills and practice beyond a generalist in one or more of the following areas: advanced clinical practice, research, leadership/management, teaching/academia, program development/community engagement. Students will finalize their specific learning objectives in collaboration with a faculty mentor and complete the experience in a mentored setting with faculty mentor support. The student's doctoral level skills will be demonstrated through dissemination of an individual capstone project. Students are required to successfully complete a competency exam as part of the course.